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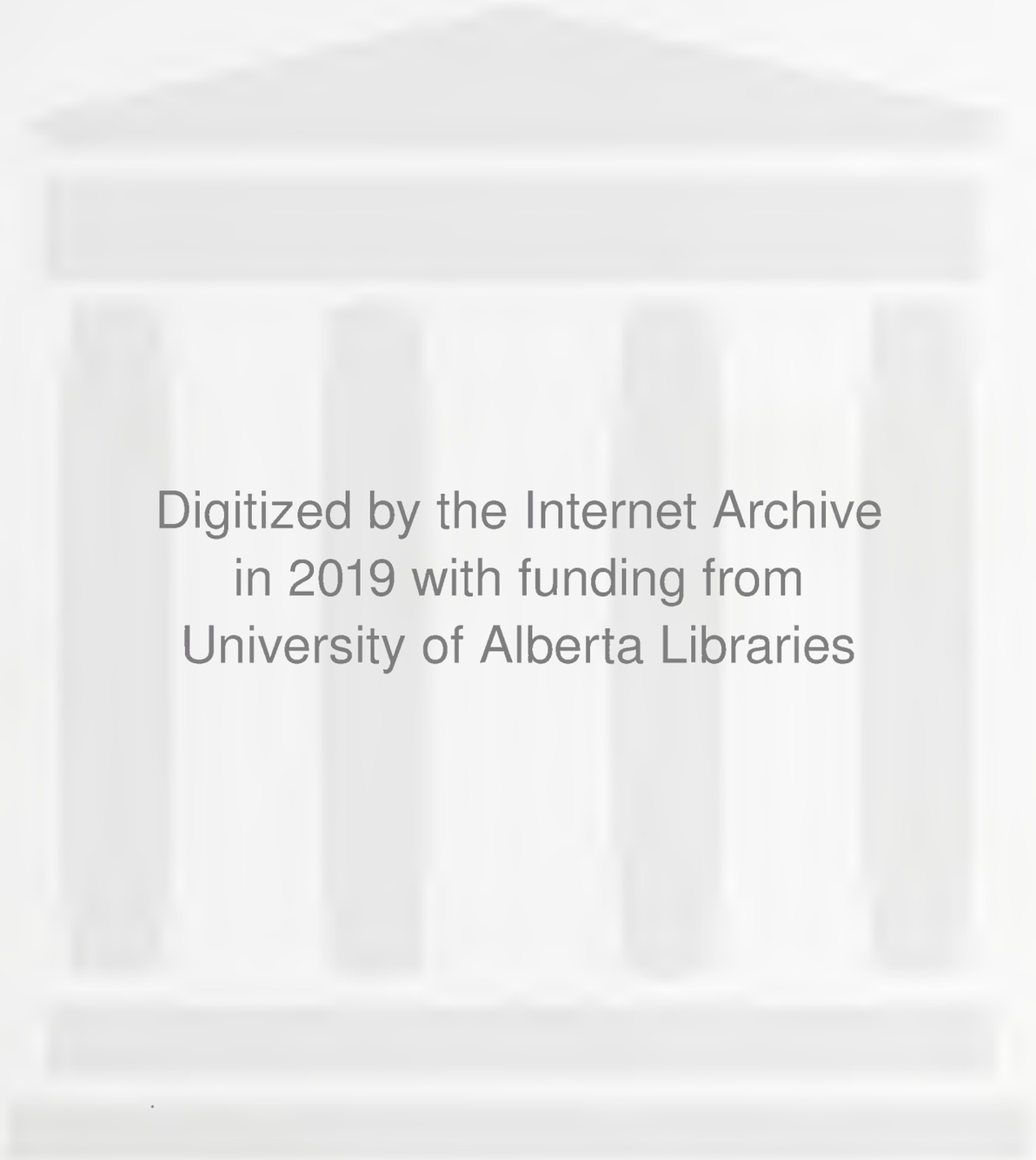
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Thesis
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EXPECTATIONS OF SCHOOL BOARDS FOR THE ROLE OF THE PROVINCIALLY APPOINTED SUPERINTENDENT OF SCHOOLS IN ALBERTA

A Thesis

Presented to

the Faculty of Graduate Studies

The University of Alberta

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

John Harvey Finlay

Edmonton, Alberta

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ABSTRACT

As school divisions in Alberta continue to grow, the role of the provincially appointed superintendent becomes increasingly complex. This study examines the role of the superintendent, and is based upon the expectations of divisional school board and county school committee members' expectations for his performance of the administrative tasks related to his office.

The questionnaire which was distributed to all school divisions and county councils in Alberta deals with forty-four tasks listed under seven administrative areas: instructional leadership, selection and management of staff personnel, pupil personnel, provision and maintenance of school facilities, school finance, administrative organization and structure, and public relations. Respondents were asked to indicate one of four roles which they would expect the superintendent to play in regard to these tasks. Briefly, these roles were as follows: independent action, action under board direction, action in an advisory capacity, or that of no responsibility at all for the task. In addition, the respondents were asked to rank the seven administrative areas in the order of importance which they considered them as tasks of the superintendent.

In an attempt to determine the reason for differences in expectations, respondents were asked to indicate whether they were members of county school committees or divisional school boards, if they were chairmen or members only, inexperienced or experienced, and lastly,

their occupations. In the last instance only the responses of those engaged in business and agriculture were compared.

The analysis of the data from the questionnaires yields the following findings and general conclusions:

1. School boards in Alberta attach greatest significance to the provincially appointed superintendent's role as an instructional leader and expect him to perform the tasks related to this area independent of their direction.

2. School boards in Alberta see the superintendent acting under their direction as an executive officer in the hiring and placing of teachers and principals in their schools.

3. School boards expect the superintendent to direct the work of locally employed supervisory personnel. There appears to be little chance that boards will by-pass the provincially appointed superintendent and deal directly with locally employed supervisory staff.

4. School boards wish to direct the work of non-professional staff themselves. They do not see the superintendent assuming any responsibility in this area.

5. The more confident or capable board members feel with respect to an administrative task, the less inclined they are to delegate authority to the superintendent. Invariably there were fewer expectations for superintendent action when the task being considered was one which could be performed by a layman and further in this respect, the more experienced a board member was the less expectations he held for superintendent action.

6. School boards expect the superintendent to assume less responsibility

in those tasks related to school finance than in any of the other administrative areas. From the findings of the study one is forced to conclude that school boards in Alberta wish to retain very close control of the finances.

7. School boards ranked selection and management of staff personnel and the administrative area of pupil personnel next in order to that of instructional leadership. The areas of provision and maintenance of school facilities, administrative organization and structure, and public relations were ranked next to pupil personnel with the differences in ranking of these three being too slight to be significantly different. School finance was ranked least important as a function of the superintendent.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The role of the superintendent of schools in Alberta is a complex one. It is affected by many forces and influenced by the expectations of many. Principal among those who hold expectations for the superintendent's role are: the Department of Education, the teachers, the community, and the elected representatives of the people--the school boards.

The possibility is far from remote that the divisional school superintendent in Alberta has, to a considerable extent, patterned his conduct upon what professional educators and students of administration have felt his role to be, with the result that he has established a pattern of performance that may at times be at wide variance with that which school boards feel it should be. On the other hand there may be those who have been guided in their actions by what their individual boards expected of them and in so doing have found that their role varied greatly from one division to another.

In an address to the 1953 C.E.A. Kellog Short Course, Flower states that:

> The ultimate objective of education consists in serving the best interests of the children, which in turn implies real concern for the present needs of society as a whole. Implicit in the realization of this objective is a sound relationship between the board and the superintendent, based upon mutual understanding of and respect for each other's functions.[1]

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[1]G.E. Flower, "Some Problems of the Superintendency in Canada," Canadian Education, September, 1953, p. 11.

What Flower does not point out is that before there can be mutual understanding of each other's functions, each must know what the other expects his function to be.

Mowat,[2] in an article written for the Canadian Superintendent, states that the Alberta school superintendent, while he is appointed and paid by the province, frequently becomes, in effect, the chief executive officer of the board with which he works. As a professional observer, Mowat sees the need for more professional leadership as the school divisions in Alberta continue to grow and their organization becomes increasingly complex. The superintendent in the field, however, frequently finds himself in an anomalous situation. He finds it necessary to adjust to the expectations of each new board with which he works and to reconcile in his mind the expectations of the Department of Education with those of his school board. These, to the inexperienced superintendent especially, are difficult to resolve.

I. THE PROBLEM

Purpose of the Study

It was the purpose of this study to make an intensive survey throughout Alberta of the expectations that school board members hold for the role of the provincially appointed superintendent of schools. It was anticipated by the investigator that board members would expect the superintendent to perform in one of four roles with respect to

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[2]G.L. Mowat, "The School Superintendent in Alberta," The Canadian Superintendent, Vol. V, May, 1957.

certain critical tasks. These were stated as follows:

a. The superintendent should perform this duty independent of board direction.

b. The superintendent should be responsible for the performance of this duty under the direction of the board. (He may, or may not, carry it out himself.)

c. The superintendent should be expected to act in an advisory capacity in this case.

d. This should not be considered a responsibility of the superintendent.

In the survey, an attempt was made to assess as accurately as possible school board members' expectations for the superintendent's function in the total administrative organization of the school division.

Statement of the Sub-problems

In the course of the study the following questions were investigated:

1. What are the expectations of school boards for the role of superintendent in (a) instructional leadership; (b) selection and management of staff personnel; (c) pupil personnel--transportation, attendance, discipline; (d) provision and maintenance of school facilities; (e) finance; (f) administrative organization and structure; and (g) public relations?

2. Do the expectations of county school committees differ significantly from those of school boards?

3. Do the expectations of chairmen of school committees and boards differ significantly from those of members?

4. Do the expectations of inexperienced members differ significantly from those of experienced?

5. Do the expectations of persons engaged in business occupations differ significantly from those engaged in agriculture?

6. Of what relative importance as tasks of the superintendent do school board members consider the areas of administration mentioned in (1) above?

7. Is there any significant difference in the importance attached to these administrative tasks by the groups mentioned in 2, 3, 4, and 5 above?

Need for the Study

The need for research to discover the range of expectancies held by divisional boards for the performance of the superintendent's role was expressed by the Chief Superintendent of Schools for Alberta[3] in an address to the Alberta superintendents. He states that most superintendents are sensitive to the special expectancies of boards which they serve. If, however, the superintendent's role performance differs too markedly from board expectations, conflicts result. He adds that the uncertainty as to the board's expectancies and the task of discovering these is one of the first problems faced by the beginning superintendent.

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[3]T.C. Byrne, in an address to the Alberta superintendents, January, 1958.

Collins,[4] in his study of the role of the provincial superintendent in Canada found, when he compared the expectations of superintendents with their actual behavior, that the greatest degree of conflict existed in the significance placed on sources of authority. Only in the activities related to instruction and instructional management did the superintendents acknowledge the authority of the Department of Education as the main determinant of their activities and behavior. Almost all superintendents interviewed in this study indicated that they would like to have a more careful definition of their position. They felt that the effectiveness of their work and the efficiency of the local school system were suffering because of conflicts inherent in the legitimate expectations of the various groups.

With the steadily increasing administrative load, this uncertainty with respect to the role of the superintendent is growing. Where at one time the total administrative staff of a school division consisted of the superintendent and secretary, today in several divisions, it has grown to include such personnel as assistant superintendents, helping teachers, special subject supervisors, supervisors of instruction, librarians, stenographic help, and superintendents of works. These persons are all board-employed. Do the boards expect them to work under the direction of a superintendent who is provincially employed? The problem is a complex one and one that requires clarification, not only for the sake of

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[4]C.P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada," Unpublished Doctoral Dissertation, University of Alberta, 1958.

the superintendent, but for the sake of all of the personnel involved, and ultimately for the sake of education in Alberta.

Definition of Terms

1. The term board will be used to refer to the board of a school division or to a county school committee in the province of Alberta. To differentiate between the two groups, the terms school committee and school board will be used. In the same connection the terms chairman, board member (or simply member) will refer to the incumbent of that position on either a county school committee or a school board.

2. Superintendent refers to the provincially appointed superintendent of schools for counties or school divisions in Alberta.

3. Role may be defined as the sum of expectations for the behavior of an individual who occupies a certain position.

4. Expectations may be defined as evaluative standards applied to the behavior of an incumbent of a position. In brief, it refers to the behavior that is expected of a person in a certain position.

Limitations of the Study

The study has been limited to a survey of the expectations of school boards' members only, although it is understood that the role of the superintendent would be more fully defined by the expectations of all individuals and groups connected with the superintendent. While the subjective character of this study has imposed limitations, it has been assumed that the responses have presented a fairly accurate picture of school board expectations for the role of the provincially appointed school superintendent.

Basic Assumptions

This study stems from the assumption that the behavior of a role incumbent is dependent to a large extent on the expectations of the reference group with which he works.

CHAPTER II

DESIGN OF THE STUDY

In the mind of the investigator, the most efficient and practical means of ascertaining the expectations of school boards for the role of the superintendent was through the medium of a questionnaire. Due to the fact that it was reasonably simple to contact all school boards and county councils through the provincially appointed superintendents in the province, it seemed preferable to consider all divisional and county board members in the study rather than to choose a representative sample.

The Questionnaire

In preparing the questionnaire which was used in this study, the following guiding principles were observed:

1. The questionnaire should state the tasks of the superintendent clearly, in as simple language as possible.
2. It should be brief so as not to become too burdensome for the respondent to complete.
3. The directions for completing the questionnaire should be brief yet explicit.
4. The method of marking should be objective, but should provide for a broad range of expectations.

The questionnaire was based partially upon a detailed analysis of the critical task areas of administration developed by the Southern

States Co-operative Program in Educational Administration.[1] The eight critical areas developed by the C P E A were as follows: instruction and curriculum development, pupil personnel, community school leadership, staff personnel, school plant, school transportation, organization and structure, and the area of school finance and business management. Reference also was made to Gross, Mason, and McEachern, who developed a rating scale of superintendents' functions which they administered to superintendents and school board members in the state of Massachusetts.

1. Personnel Administration: The selection of teachers and other school employees, salaries, assignments, promotions, and separations from service.

2. Financial Administration: Budgets, handling of funds, purchases, and accounting.

3. School Plant Management: Site selection, relations with architects and contractors, furniture and equipment, repairs, and custodial services.

4. Instructional Direction: Curriculum planning, methods of teaching, evaluation of activities, working with teachers, audio-visual materials, textbooks, and libraries.

5. Pupil Services Supplementary to Instruction: Transportation, health services, and school lunches.

6. Public Relations: Community contacts with organizations, newspapers, radio, reporting to the public.

7. General Planning: For the school program as a whole.[2]

This scale was used extensively in the preparation of the questionnaire for this study with the areas modified somewhat to fit better

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[1]Campbell-Gregg, p. 205.

[2]Neal Gross, Ward S. Mason, Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 365.

the role of the Alberta school superintendent as this investigator saw it after six years experience in the field.

A questionnaire prepared by Mr. Laurence Ready, a doctoral candidate in Educational Administration at the University of Alberta, proved helpful. His questionnaire dealt with the critical tasks of the Saskatchewan School Unit Superintendent, which position more closely represents that of the Alberta superintendent than does that referred to in the C P E A study.

In its final form, the questionnaire used for this study divided the role of the Alberta school superintendent into seven areas: instructional leadership, selection and management of staff personnel, provision and maintenance of school facilities, school finance, administrative organization and structure, and public relations. Under each of these areas were listed critical tasks--forty-four in all--which school board members might expect the superintendent to perform. A critical task as defined by Graff and Street is one "whose non-performance will be detrimental to the outcomes needed for successful educational administration." These writers list the following requirements which must be met before a task can be classed as critical:

1. The item to be listed as a critical task must possess a sufficient organismic unity and quality to be readily identifiable as one of the important tasks which made up the job of educational administration.

2. The critical task may be identified as a step in the accomplishment of some desired purpose and would be so recognized by a competent observer who witnessed the particular behavior.

3. The critical task will need to be of such a nature that it will be possible to employ different methods of performing it.

4. The critical task will have significant relationships with all the other elements of the ongoing task of educational administration.[3]

Respondents were asked to express their expectations of the superintendent in each of the tasks by choosing one of four possible roles that the superintendent might play. These roles have been outlined on pages two and three of Chapter I. Board members indicated their choices by circling the letter at the right of each task which they felt best indicated their expectations of the superintendent's role.

In addition to indicating their expectations of the superintendent for each administrative task, respondents were asked to rank the seven broad areas in the order in which they considered them to be important as administrative functions of the superintendent.

The Respondents

For the purpose of this study, it was necessary to obtain certain information about the respondents. They were asked to indicate whether they were county school committee or school board members, chairmen or board members, inexperienced or experienced, their occupations, and what past contacts they had had with school.

Validation of the Questionnaire

For the purpose of validation, members of the investigator's thesis committee criticized it constructively before it was distributed.

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[3]Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration, New York: Harper & Brothers, 1956, p. 201.

These men were of particular help in refining the four categories from which board members were asked to indicate their expectations of the superintendent's role for each administrative task.

At various times during the preparation of the questionnaire, students in the School of Graduate Studies in Educational Administration at the University of Alberta were asked for their considered comments and criticisms of the questionnaire.

To assure that the language of the questionnaire was such as to be readily understood by lay persons, two former school board members, whose opinions the investigator valued highly, were asked to answer the questionnaire. Both readily agreed and found no difficulty in interpreting the questions or the instructions related thereto.

Distribution and Collection of Questionnaires

The investigator obtained the consent of the president of the Alberta School Trustees to distribute the questionnaire to all divisional school boards and county school committees in Alberta. A copy of the letter sent to the school boards by the secretary of the association appears in Appendix A.

To further insure efficient administration of the questionnaire, the Chief Superintendent of Schools for Alberta suggested that the investigator accompany him to superintendents' zone meetings, explain the study, and obtain from the superintendents their co-operation in distributing and explaining the questionnaires to board members. This offer was accepted and four zone meetings were visited in this manner. It was

emphasized that each member must complete his own questionnaire and that in no case should any board member or chairman pass his questionnaire over to the superintendent, secretary, or any other member of the internal staff for completion.

It might be cited as a limitation that the investigator was unable to attend two zone meetings, Lethbridge in the South and Peace River in the North. At the Lethrbridge meeting, the Co-ordinator of Teacher Education for Alberta, spoke to the superintendents regarding the questionnaire. He had attended two of the zone meetings where the investigator had spoken and was fully versed in the subject of the study.

In the Peace River Zone, the investigator had to be content with an additional letter of explanation to the superintendents. A copy of this letter is included in Appendix B.

In all, a total of 342 questionnaires were distributed in the form appearing in Appendix C. Not all of these were passed on to the committee and board members. Members absent from meetings, pressure of other business at meetings, and in two cases the transfer of the superintendent to a new area, caused the questionnaire to be overlooked in a few cases. Altogether, a total of 286 questionnaires were returned, the great majority of which had been completed in all respects.

CHAPTER III

TREATMENT OF THE DATA

The categories of respondents who completed the questionnaire are recorded in Table I on the following page. In addition to considering the replies of the total respondents for each administrative task, the data was analysed to ascertain any significant difference between expectations of county councillors and school board members, between chairmen of these bodies and the members, between inexperienced and experienced councillors or trustees, and between two occupational groups. The two occupational groups chosen were the group classed as managers, officials and proprietors, and the largest single group--the farmers. For convenience, the former have been referred to as business and the latter as farmers. It was felt that other occupational groups were too small in number of respondents to be treated separately.

While Table I also includes information regarding past contacts with the school, this information has not been used in the statistical analysis for two reasons. Firstly, respondents could check more than one item and secondly, there was no way of determining how close the past contact with school affairs had been. It is interesting to note that respondents specified the following occupations under "other" in this category: taxpayer, pupil, director of F.U.A., municipal councillor, secretary-treasurer (presumably of a school district), parent, member of a service club, chamber of commerce educational committee, village secretary, and correspondence supervisor. The fact that only thirty claimed

TABLE I

NUMBERS OF RESPONDENTS IN GROUPS
USED FOR COMPARISON

Categories of Respondents	Number	Total Respondents
County School Committee Member	77	
School Board Member	189	
No Indication	20	286
Chairman of Board or School Committee	49	
Member of Board or School Committee	215	
No Indication	22	286
Less than two years experience	84	
Two or more years experience	185	
No indication	17	286
Occupation:		
professional, technical, or kindred workers	11	
managers, officials, and proprietors	45	
farmers	199	
clerical and kindred workers	2	
sales workers	3	
housewife	4	
craftsmen, foremen, and kindred workers	4	
service workers	1	
laborers	0	
no indication	17	286
Past contacts with school:		
member of local board	158	
member of Home and School Association	145	
teacher	24	
other	33	
none	30	
no indication	45	286

no previous contact whatever in school affairs leads one to assume that the replies of the large majority of the respondents were the considered opinions of people reasonably well acquainted with the administrative and supervisory affairs of Alberta school divisions and counties.

I. INSTRUCTIONAL LEADERSHIP

In the area of instructional leadership, five possible tasks were considered. These were as follows:

1. Improving instruction through visiting classrooms and conferring with teachers.
2. Organizing teacher study groups, projects, and institutes aimed at improving the quality of instruction.
3. Evaluating the work of teachers and reporting regularly to the board.
4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.
5. Planning the program of instruction to be offered by the school, especially at the high school level.

Improving Instruction

The task of improving instruction through classroom visitation is dealt with in Table II on the following page. Here, as in succeeding tables, the responses of the various reference groups being considered were tabulated, both in raw scores and in percentages. The chi-square test of independence in contingency tables was used to test for any

TABLE II

COMPARISON OF REPLIES FOR THE TASK OF IMPROVING INSTRUCTION THROUGH CLASSROOM VISITATION

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	67	87	6	8	3	4	0	0	1	77
Divisional Sch. Board	169	89	16	8	3	2	0	0	1	189
County & Div. Chairmen	38	78	6	12	3	6	0	0	2	49
County & Div Members	194	90	18	8	3	1	0	0	0	215
Inexperienced	75	89	7	8	2	2	0	0	0	84
Experienced	162	88	17	9	4	2	0	0	2	185
Business	40	89	5	11	0	0	0	0	0	45
Agriculture	174	87	17	10	6	3	0	0	2	199
Total Respondents	252	88	26	9	6	2	0	0	2	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

significant difference between the expectations of county councillors and trustees, chairmen and members, inexperienced and experienced, and business and agriculture. In this test, the null hypothesis of independence was used, which simply states that there is no significant difference between the two distributions and any differences observed occurred merely by chance. Results were tested at the 5 per cent level with the understanding that if the probability of observed frequencies differing from expected frequencies were less than five out of one hundred, the null hypothesis would be refuted and the difference between the expectations of the reference groups could be considered significant.

Out of a total of 286 respondents, 252, or 88 per cent indicated that they expected the superintendent to perform the task of improving instruction through classroom visitation independent of board direction. There was no significant difference between the replies of the groups of respondents. One can conclude with confidence that board members in Alberta do not wish to direct the work of the superintendent in this task.

Organizing Teacher Study Groups

Table III deals with the task of organizing teacher study groups, projects, and institutes aimed at improving the quality of instruction. Here, again, it can be seen that independent action was strongly favored, with 200, or 70 per cent of the total respondents indicating this expectation and with no significant differences appearing between the expectation of the various groups.

TABLE III

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING
TEACHER STUDY GROUPS, PROJECTS,
AND INSTITUTES

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	54	70	15	19	8	10	0	0	0	77
Divisional Sch. Board	135	71	39	21	13	7	2	1	0	189
County & Div. Chairmen	37	76	9	18	3	6	0	0	0	49
County & Div Members	151	70	43	20	18	8	3	1	0	215
Inexperienced	57	68	16	19	9	11	2	2	0	84
Experienced	133	72	38	20	13	7	1	1	0	185
Business	30	67	8	18	6	13	1	2	0	45
Agriculture	142	71	42	21	13	7	2	1	0	199
Total Respondents	200	70	61	21	22	8	3	1	0	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

Evaluating and Reporting

The expectations of respondents for the task of evaluating and reporting the work of teachers are dealt with in Table IV. The expectations of the total respondents were almost identical with those expressed in Table III and again no significant differences appear in the table. One can conclude that school boards favor independent action by the superintendent in the task of evaluating and reporting.

Encouraging Teachers to Improve Qualifications

The task of encouraging teachers to improve their qualifications by attending summer school, taking night classes, and so forth is dealt with in Table V. Again expectations of the respondents follow a pattern close to those of Tables III and IV and no significant differences appear. In these three tasks, however, school boards indicated less expectation for independent action than was the case in regard to improving instruction (Table II). The reduction of about 18 per cent in this expectation was offset by an increase in expectations for action under board direction or in an advisory capacity.

Planning the Program of Instruction

In the task of planning the program of instruction to be offered by the school, board expectations fell below 50 per cent for independent action. Table VI shows that a total of 44 per cent indicated that they expected the superintendent to perform this task independent of their direction. Thirty-three per cent felt that the superintendent should perform this duty under board direction and 18 per cent expected him to

TABLE IV

COMPARISON OF REPLIES FOR THE TASK OF EVALUATING
AND REPORTING THE WORK OF TEACHERS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	55	71	17	22	3	4	0	0	2	77
Divisional Sch. Board	135	71	39	21	13	7	2	1	0	189
County & Div. Chairmen	35	70	9	18	5	10	0	0	0	49
County & Div Members	154	73	45	21	14	6	1	0	1	215
Inexperienced	59	70	17	20	8	10	0	0	0	84
Experienced	133	72	39	21	11	6	1	1	1	185
Business	36	80	9	20	0	0	0	0	0	45
Agriculture	135	68	42	21	20	10	1	1	1	199
Total Respondents	203	71	56	20	22	8	2	1	3	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE V

COMPARISON OF REPLIES FOR THE TASK OF ENCOURAGING TEACHERS TO IMPROVE THEIR QUALIFICATIONS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	57	74	8	10	11	14	1	1	0	77
Divisional Sch. Board	133	70	31	16	17	9	8	4	0	189
County & Div. Chairmen	38	76	7	14	2	4	2	4	0	49
County & Div Members	152	71	33	15	24	11	6	3	0	215
Inexperienced	54	64	14	17	13	15	3	4	0	84
Experienced	138	75	27	14	14	8	6	3	0	185
Business	34	76	6	13	5	11	0	0	0	45
Agriculture	136	69	33	17	22	11	8	4	0	199
Total Respondents	201	70	43	15	31	11	10	4	1	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE VI

COMPARISON OF REPLIES FOR THE TASK OF PLANNING
THE PROGRAM OF INSTRUCTION

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	36	47	28	36	12	16	1	1	0	77
Divisional Sch. Board	81	43	59	31	36	19	9	4	4	189
County & Div. Chairmen	26	53	15	31	5	10	2	4	1	49
County & Div Members	92	43	70	33	42	20	8	4	3	215
Inexperienced	34	40	25	30	22	26	2	2	1	84
Experienced	84	46	64	35	26	14	8	4	3	185
Business	26	58	8	18	7	16	3	7	1	45
Agriculture	83	42	70	35	37	19	6	3	3	199
Total Respondents	126	44	95	33	50	18	10	4	5	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

act only in an advisory capacity. While the largest single group expect the superintendent to act on his own initiative, one can conclude that in this task where planning may result in spending taxpayers' money there is a strong body of opinion among board members that the superintendent should act either under board direction or in an advisory capacity only.

The findings for the tasks related to instructional leadership agree with those of Collins' study.[1] Collins found that superintendents themselves place prime importance on their own initiative in the fields of instruction and instructional management.

II. SELECTION AND MANAGEMENT OF STAFF PERSONNEL

In the area of selection and management of staff personnel, the expectations of the respondents varied greatly as different personnel were considered. The following administrative tasks were considered to be critical in this field:

1. Selecting and placing teachers.
2. Selecting and placing principals.
3. Selecting and directing the work of professional assistants (supervisors, helping teachers, etc.).
4. Engaging a new secretary-treasurer.
5. Employing non-professional staff (caretakers, repairmen, stenographers, etc.).
6. Keeping personnel records of teaching staff (qualifications,

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[1]C.P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada," Unpublished Doctoral Dissertation, University of Alberta, 1958.

experience, special abilities).

7. Promoting the general welfare of the staff (working conditions, teaching load, etc.).

Selecting and Placing Teachers

In the task of selecting and placing teachers, dealt with in Table VII, 158, or 55 per cent of the total respondents, indicated that they expected the superintendent to act under the direction of the board. Only 22 per cent of the total respondents saw him acting on his own initiative. The significant difference between the expectations of experienced and inexperienced members, resulted mainly from the higher expectations of the inexperienced for independent action on the part of the superintendent in regard to this task. Thirty-one per cent of the inexperienced members and only 16 per cent of the experienced members favored independent action. It may be that many inexperienced members are unaware that their board has at some previous time passed a resolution authorizing the superintendent to perform this duty, and that provision is made for this in the School Act.[2]

Selecting and Placing Principals

A significant difference in expectations appears between the same two groups in their expectations regarding the superintendent's role in selecting and placing principals. Table VIII shows inexperienced members holding greater expectations for independent action on the part

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[2]Revised Statutes of Alberta, 1955, Ch. 297, Sec. 334.

TABLE VII

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING AND PLACING TEACHERS

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	20	26	40	52	17	22	0	0	0	77	
Divisional Sch. Board	37	20	109	58	39	21	2	1	2	189	
County & Div. Chairmen	9	18	26	53	13	27	0	0	1	49	
County & Div Members	44	21	126	58	42	20	2	1	1	215	
Inexperienced	26	31	44	52	14	17	0	0	0	84	*
Experienced	30	16	110	59	41	22	2	1	2	185	
Business	7	16	31	69	7	15	0	0	0	45	
Agriculture	45	23	107	54	43	22	2	1	2	199	
Total Respondents	63	22	158	56	60	21	2	1	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE VIII

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING AND PLACING PRINCIPALS

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	11	14	46	60	19	25	0	0	1	77	
Divisional Sch. Board	35	19	99	52	49	26	3	2	3	189	
County & Div. Chairmen	3	6	28	57	17	35	0	0	1	49	
County & Div Members	37	17	121	56	52	24	3	1	2	215	
Inexperienced	21	25	45	54	18	21	0	0	0	84	*
Experienced	23	12	105	57	51	29	3	2	3	185	
Business	4	9	31	69	10	22	0	0	0	45	
Agriculture	39	20	100	50	54	27	3	2	3	199	
Total Respondents	48	17	156	55	74	26	3	1	5	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

of the superintendent. The same reason as that expressed above would again seem apparent. Of the total responses, however, the majority again favored action under board direction in the superintendent's performance of this task. Of the total respondents, 156, or 55 per cent, indicated expectations for the superintendent to act under board direction in hiring principals. Hencley's study[3] showed a somewhat different picture. He found that 51 per cent of the boards in this province delegate the hiring and placing of teachers to the superintendent, but only 27 per cent of the boards do so with respect to the principals. He goes on to show, however, that although there is a difference in the legal authority granted by boards to their superintendents in each of these cases, the actual practice is for the superintendent to assume major responsibility in the hiring of both teachers and principals.

Selecting and Directing the Work of Professional Assistants

In the selection and direction of professional assistants, respondents were about evenly divided in their expectations of the superintendent as either functioning independently or under board direction. Table IX shows that of the total respondents, 36 per cent expected independent action and 41 per cent expected action under board direction. These results indicate a definite tendency to place greater responsibility on the superintendent for action on his own initiative than was the case for either selection of teachers or principals. There were no

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[3]S.R. Hencley, "A Descriptive Survey of the Alberta Divisional and County School Superintendent." Master's Thesis, University of Alberta, May, 1958.

TABLE IX

COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND DIRECTING THE WORK OF PROFESSIONAL ASSISTANTS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	23	30	34	44	18	23	1	1	1	77
Divisional Sch. Board	72	38	74	39	37	20	2	1	4	189
County & Div. Chairmen	19	39	20	41	8	16	0	0	2	49
County & Div Members	76	35	88	41	46	21	2	1	3	215
Inexperienced	35	41	35	41	13	16	1	1	0	84
Experienced	61	33	76	41	42	23	1	1	5	185
Business	18	40	22	49	5	11	0	0	0	45
Agriculture	70	35	79	40	44	22	2	1	4	199
Total Respondents	103	36	118	42	55	19	4	1	6	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

significant differences between the expectations of each of the four pairs of respondent groups examined in this study. In regard to this task, Hencley[4] found that the major responsibility for hiring and planning the work of special supervisors and helping teachers lay with the superintendent in 54 per cent of the divisions and counties where such personnel were engaged. There seems no tendency for board members to consider by-passing the superintendent in favor of board-employed personnel. Rather, one would conclude that, since the work of the professional assistants is almost entirely in the field of instructional leadership, board members expect the superintendent to carry major responsibility in directing the work of these assistants.

Engaging a New Secretary-Treasurer

The task of engaging a new secretary-treasurer is dealt with in Table X. Here, 55 per cent of the board members see the superintendent as having no responsibility, with the remainder expecting him to act either in an advisory capacity or under the direction of the board. There were no significant differences between the expectations of the respondent groups for this task. One can conclude that board members see little or no relationship between this task and the area of instructional leadership and are anxious to confine the superintendent's role to that area. Further, board members do not see the superintendent as a chief executive officer for the school division in which he works.

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[4]Ibid., p. 76.

TABLE X

COMPARISON OF REPLIES FOR THE TASK OF
ENGAGING A NEW SECRETARY-TREASURER

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	0	0	10	13	14	18	51	66	2	77
Divisional Sch. Board	0	0	29	15	59	31	98	52	3	189
County & Div. Chairmen	0	0	6	12	12	24	30	61	1	49
County & Div Members	0	0	34	16	58	27	119	55	4	215
Inexperienced	0	0	18	21	19	23	44	52	3	84
Experienced	0	0	22	12	53	29	108	58	2	185
Business	0	0	6	13	16	36	21	47	2	45
Agriculture	0	0	33	17	50	25	114	57	2	199
Total Respondents	1	0	44	16	78	28	157	55	6	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

Employing Non-professional Staff

In the task of employing non-professional staff, dealt with in Table XI, 72 per cent of the total respondents indicated that this should not be considered a responsibility of the superintendent. In comparing the expectations of the experienced with those of inexperienced members it was found that, although both favored no superintendent responsibility, the inexperienced held significantly greater expectations for action under board direction or in an advisory capacity and significantly less for no superintendent responsibility (63 per cent against 78), than did the experienced.

From the above findings one can conclude that (1) experienced members feel more confident in their ability to hire non-professional than professional staff and, therefore, expect less of the superintendent; and (2) board members on the whole feel more confident in their ability to select bus drivers, caretakers, and so forth than in their ability to select a new secretary-treasurer. Secretary-treasurers are frequently engaged from outside the division and those who held higher expectations for superintendent participation in this task no doubt realized this and wished to make greater use of the superintendent's broader contacts and experience than for the task of selecting bus drivers or caretakers.

The findings of this study regarding the task of employing non-professional personnel do not agree with those of related studies. Collins[5] found that the superintendents of Alberta consider their

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[5]Collins, op. cit., p. 243.

TABLE XI

COMPARISON OF REPLIES FOR THE TASK OF
EMPLOYING NON-PROFESSIONAL STAFF

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	0	0	4	5	21	27	52	68	0	77	
Divisional Sch. Board	0	0	11	6	33	18	143	76	2	189	
County & Div. Chairmen	0	0	3	6	4	8	42	86	0	49	
County & Div Members	0	0	14	7	50	23	149	69	2	215	
Inexperienced	0	0	9	11	22	26	53	63	0	84	*
Experienced	0	0	8	4	31	17	144	78	2	185	
Business	0	0	4	9	13	29	28	62	0	45	
Agriculture	0	0	13	7	34	17	150	75	2	199	
Total Respondents	1	0	18	6	57	20	207	72	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

function to be advisory. Hencley[6] also found that the superintendents themselves feel that they act in an advisory capacity. Sixty per cent of the superintendents stated that they acted in an advisory capacity in employing bus drivers and 62 per cent for the same capacity regarding caretakers. Since in the present study only 20 per cent of the board members indicated expectations for the advisory role, one must conclude that superintendents offer more advice than board members expect, or would prefer, in respect to this task.

Keeping Personnel Records of Teaching Staff

The task of keeping personnel records of teaching staff is dealt with in Table XII. Sixty-eight per cent of the total respondents see this as a duty which the superintendent should perform independent of board direction. No significant difference was found between the expectations of the various reference groups in this item. In actual practice, however, records of qualifications and experience of teachers are normally kept in the secretary's files, while the superintendent may maintain another file in which he will include information of a more personal nature about the special abilities and the actual performance of the teacher in the classroom.

Promoting the General Welfare of Staff

In the task of promoting the general welfare of the staff, dealt with in Table XIII, expectations of the respondents were divided.

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[6]Hencley, op. cit., p. 77.

TABLE XII

COMPARISON OF REPLIES FOR THE TASK OF KEEPING
PERSONNEL RECORDS OF TEACHING STAFF

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	55	72	8	10	9	12	5	8	0	77
Divisional Sch. Board	123	65	27	13	18	10	17	9	4	189
County & Div. Chairmen	30	61	4	8	7	14	7	14	1	49
County & Div Members	148	69	30	14	19	9	15	7	3	215
Inexperienced	65	77	6	7	7	8	4	5	2	84
Experienced	114	62	31	17	20	11	18	10	2	185
Business	26	58	8	18	2	4	8	18	1	45
Agriculture	133	67	28	14	23	12	12	6	3	199
Total Respondents	193	68	38	13	29	10	22	8	4	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XIII

COMPARISON OF REPLIES FOR THE TASK OF PROMOTING
THE GENERAL WELFARE OF THE STAFF

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	17	22	32	42	24	31	4	5	0	77	
Divisional Sch. Board	57	30	76	40	50	26	3	2	3	189	
County & Div. Chairmen	15	31	18	37	14	29	1	2	1	49	
County & Div Members	58	27	91	42	58	27	6	3	2	215	
Inexperienced	27	32	36	43	17	20	3	4	1	84	
Experienced	49	26	75	40	55	30	4	2	2	185	
Business	19	42	12	27	12	27	2	4	0	45	*
Agriculture	51	26	88	44	53	26	4	2	3	199	
Total Respondents	83	29	114	40	78	27	8	3	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

Twenty-nine per cent indicated expectations for independent action, 40 per cent for board direction, and 27 per cent for action in an advisory capacity only. One can conclude only that board members expect the superintendent to take an active part in the promotion of staff welfare, but are divided as to the extent of responsibility he should assume for this task. A significant difference was found between the expectations of business and agriculture in regard to this task. Forty-two per cent of the businessmen, compared with 26 per cent of the farmers, indicated that they expected the superintendent to act on his own initiative, while 44 per cent of the farmers, compared with 27 per cent of the businessmen, felt that the superintendent should perform this duty under the direction of the board. One must conclude here that the rural board member sees promotion of teachers' welfare as the building of better teacherages, schools, and so forth in the rural areas--a task that would necessitate board direction. On the other hand, many businessmen see this more as including such tasks as finding boarding places for teachers, ironing out personal problems on teaching staffs, and so forth--a task for which the superintendent requires less direction from the board.

III. PUPIL PERSONNEL

In the area of pupil personnel, eight task areas were considered. These were itemized as follows:

1. Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.).
2. Developing procedures for estimating how well pupils are doing in school.

3. Organizing pupil transportation services.
4. Planning for provision of adequate recreational facilities.
5. Providing students with information about future job and educational opportunities.
6. Keeping pupil personnel records (census, promotion results, special problems).
7. Providing for the safety of pupils.
8. Dealing with cases of suspension and expulsion.

Planning and Organizing for Beginning Pupils

In their expectations for the superintendent's role in planning and organizing for beginning pupils, respondents were fairly evenly divided between favoring independent action and action under board direction. Forty-six per cent of the total respondents favored the former and 37 per cent the latter role. As noted in Table XIV, a significant difference in expectations was found between county and divisional members, and between inexperienced and experienced board members. It is difficult to think of any valid reason for county committee members favoring performance under board direction and board members favoring the superintendent acting independently in the task of planning and organizing for beginning pupils. Had there been any way of learning from the statistics the relative experience of the county councillors and board members, a comparison could have been drawn between the difference here and that which was found between inexperienced and experienced members. One would conclude that the reason for the inexperienced favoring independent action by the superintendent by a significantly

TABLE XIV

COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING FOR BEGINNING PUPILS

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	26	34	35	45	9	12	7	9	0	77	
Divisional Sch. Board	98	52	63	33	17	9	9	5	2	189	*
County & Div. Chairmen	21	43	22	45	3	6	2	4	1	49	
County & Div Members	100	46	77	36	23	11	14	6	1	215	
Inexperienced	45	54	22	26	8	10	8	10	1	84	
Experienced	78	42	80	43	18	10	8	4	1	185	*
Business	15	33	21	47	5	11	4	8	0	45	
Agriculture	93	46	74	37	19	9	11	6	2	199	
Total Respondents	131	46	106	37	30	10	16	6	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

higher percentage was simply that they were not as conversant with the problems which accompany the setting of policy regarding admission of beginners as were the experienced members. It would seem reasonable to conclude that the more experienced member realizes more fully that the superintendent needs the backing of board policy in this matter than does the inexperienced.

Developing Procedures for Estimating Pupil Progress

There is no doubt that board members expect the superintendent to act independently in the task of developing procedures for estimating pupil progress. Table XV shows that 78 per cent of the total respondents indicated that they expect the superintendent, independent of their direction, to develop procedures for estimating how well pupils are doing in school. This, of course, is virtually a part of instructional supervision and board members were consistent in their expressions of opinion regarding this area of the superintendent's work. There were no significant differences found between the expectations of any of the pairs of respondent groups in regard to this task.

Organizing Pupil Transportation Services

Organizing pupil transportation services is not a task that superintendents should perform independently, in the opinion of the board members. However, Table XVI shows that 16 per cent felt that he should perform this task under their direction. The remainder of the respondents were evenly divided in opinion, approximately 40 per cent indicating advisory capacity and 40 per cent feeling that this should not be

TABLE XV

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING PROCEDURES FOR ESTIMATING PUPIL PROGRESS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	56	73	13	17	5	6	2	2	1	77
Divisional Sch. Board	151	80	21	11	12	6	3	2	2	189
County & Div. Chairmen	41	84	3	6	2	4	1	2	2	49
County & Div Members	166	77	29	14	15	7	4	2	1	215
Inexperienced	71	84	8	10	4	5	1	1	0	84
Experienced	139	75	26	14	13	7	4	2	3	185
Business	32	72	9	20	2	4	2	4	0	45
Agriculture	156	78	23	12	14	7	3	1	3	199
Total Respondents	223	78	36	13	19	7	5	2	3	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XVI

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING
PUPIL TRANSPORTATION SERVICES

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	0	0	12	16	31	40	32	42	2	77
Divisional Sch. Board	3	2	29	15	80	42	75	40	2	189
County & Div. Chairmen	2	4	2	4	23	47	21	43	1	49
County & Div Members	1	0	40	19	87	40	84	39	3	215
Inexperienced	1	1	23	27	35	42	24	29	1	84
Experienced	2	1	20	11	77	42	83	45	3	185
Business	0	0	5	11	21	47	18	40	1	45
Agriculture	3	1	34	17	80	40	79	40	3	199
Total Respondents	4	2	47	16	117	41	114	40	4	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

considered a responsibility of the superintendent. Again one can conclude that board members see this as a task that comes within their range of capability and wish to carry the major responsibility so that the superintendent can employ his time to better advantage elsewhere. This, of course, would merely indicate that board members do not consider their superintendent to be their chief executive officer. In Hencley's study[7] one-third of the superintendents claimed considerable involvement in this task, while two-thirds stated they gave some help or advice in this area. It can also be seen in Table XVI that a difference existed between the expectations of inexperienced and experienced members in respect to this task. Inexperienced members held significantly higher expectations for performance under board direction, and significantly lower for that of no responsibility on the part of the superintendent. The reverse applies to the experienced where 45 per cent felt that this should not be considered a responsibility of the superintendent and only 11 per cent saw him performing the duty under their direction. One can conclude from this that the greater a board member's experience, the less expectations he holds for action by the superintendent in the task of organizing pupil transportation services.

Planning for Recreational Facilities

Table XVII shows that 56 per cent of the total respondents expected the superintendent to act in an advisory role in planning for provision of recreational facilities. There was a significant difference again between inexperienced and experienced, with only 45 per cent of the former against 65 per cent of the latter expecting the advisory role,

[7] Ibid., p. 79.

TABLE XVII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING
FOR RECREATIONAL FACILITIES

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	1	1	21	27	38	49	14	18	3	77	
Divisional Sch. Board	3	2	49	26	117	62	17	9	3	189	
County & Div. Chairmen	0	0	10	20	34	70	4	8	1	49	
County & Div Members	3	1	57	26	121	56	29	13	5	215	
Inexperienced	0	0	33	39	38	45	11	13	2	84	* (.01)
Experienced	3	2	39	21	117	63	22	12	4	185	
Business	0	0	14	31	25	56	5	11	1	45	
Agriculture	3	1	52	26	116	58	24	12	4	199	
Total Respondents	8	3	77	27	160	56	35	12	6	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

whereas 39 per cent of the inexperienced against only 21 per cent of the experienced expected him to perform this duty under board direction. One must again conclude that experienced members see more useful ways for the superintendent to occupy his time and are prepared to administer the recreational program directly through the principals and committees set up for that purpose.

Providing Students with Information about Future Jobs and Education

The task of providing students with information about future jobs and education, is again closely allied to instructional supervision and, therefore, received strong support for independent action by the superintendent. Table XVIII indicates that 57 per cent of the total respondents expressed this expectation for the task of providing students with information about future jobs and educational opportunities. A significant difference in regard to this item was found between expectations of chairmen and members. This difference was largely due to fewer chairmen indicating expectation for the advisory role and showing greater expectations for the superintendent to act under board direction or independent of board direction. The investigator can make no logical conclusion with respect to this difference.

Keeping Pupil Personnel Records

In the task of keeping pupil personnel records, 58 per cent of the total respondents favored independent action by the superintendent. While Table XIX revealed no significant difference between the expectations of the pairs of reference groups, it is interesting to note that a

TABLE XVIII

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING STUDENTS WITH INFORMATION ABOUT FUTURE JOB AND EDUCATIONAL OPPORTUNITIES

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	43	56	12	16	17	22	4	5	1	77	
Divisional Sch. Board	108	57	20	11	45	24	12	6	4	189	
County & Div. Chairmen	31	63	9	18	5	10	2	4	2	49	*
County & Div Members	120	56	22	10	56	26	14	6	3	215	
Inexperienced	47	56	8	10	25	30	3	3	1	84	
Experienced	106	57	24	13	38	21	13	7	4	185	
Business	24	53	3	7	13	29	5	11	0	45	
Agriculture	116	58	21	11	46	23	11	6	5	199	
Total Respondents	164	57	35	12	66	23	16	6	5	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XIX

COMPARISON OF REPLIES FOR THE TASK OF
KEEPING PUPIL PERSONNEL RECORDS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	46	60	13	17	7	9	10	13	1	77
Divisional Sch. Board	108	57	25	13	24	13	31	16	1	189
County & Div. Chairmen	28	57	7	14	5	10	9	18	0	49
County & Div Members	124	58	31	14	26	12	32	15	2	215
Inexperienced	52	62	8	10	11	13	12	14	1	84
Experienced	105	57	29	16	21	11	29	16	1	185
Business	25	56	6	13	2	4	11	24	1	45
Agriculture	116	58	29	15	26	13	26	13	2	199
Total Respondents	167	58	39	14	33	12	44	15	3	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

considerably higher percentage of businessmen than farmers felt that this task should not be considered a responsibility of the superintendent. Those who expressed this expectation possibly saw this as a clerical task which could be performed by other employees. The only safe conclusion that can be made with respect to this task is that school boards on the whole regard this as being closely related to instructional supervision and are consistent in their expectation that the superintendent should act independent of their direction in this area.

Providing for the Safety of Pupils

In regard to the task of providing for the safety of pupils, there is no clear majority of opinion expressed, although Table XX shows that 43 per cent of the total respondents indicated expectations for the advisory role for the superintendent. Twenty-seven per cent felt that he should act under board direction and 25 per cent that he should have no responsibility in this area. There were no significant differences between expectations of pairs of respondent groups. One can conclude that school boards wish the superintendent to be concerned with this task, but mainly in an advisory capacity.

In regard to the legal responsibility of the superintendent, this investigator interviewed Dr. P.F. Bargen, whose doctoral dissertation had dealt with school law.[8] Dr. Bargen stated that nowhere in his investigation did he find a case where a superintendent of schools had been held legally responsible for the safety of school children. It is

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[8]P.F. Bargen, Superintendent of Schools, Jasper Place, Alberta.

TABLE XX

COMPARISON OF REPLIES FOR THE TASK OF
PROVIDING FOR THE SAFETY OF PUPILS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	3	4	23	30	30	39	21	27	0	77
Divisional Sch. Board	6	3	50	26	87	46	45	24	1	189
County & Div. Chairmen	2	4	12	25	20	40	15	31	0	49
County & Div Members	6	3	60	28	97	45	51	24	1	215
Inexperienced	5	6	26	31	32	38	20	24	1	84
Experienced	4	2	47	25	87	47	47	25	0	185
Business	1	1	11	24	21	48	12	27	0	45
Agriculture	6	3	55	28	91	46	47	24	0	199
Total Respondents	13	5	77	27	123	43	71	25	2	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

possible that board members felt that action under board direction would place legal responsibility upon the superintendent and, therefore, favored the advisory role.

Dealing with Suspension and Expulsion

For the task of dealing with cases of pupil suspension and expulsion, Table XXI shows that 44 per cent of the total respondents indicated preference for action under board direction and 42 per cent favored the advisory role. The School Act[9] states definitely that the board must take whatever action it deems necessary after having received a full report from the teacher or principal concerned. A report must also be sent to the superintendent, however, and this implies that he will investigate and recommend to the board. One would conclude that the advisory role would be justified in making recommendations to the board. However, this study shows that a fair body of opinion favors superintendent action under board direction, in all probability with the thought that the superintendent will carry out the board's decision regarding the suspension or expulsion.

There was a significant difference between the expectations of the experienced and inexperienced board members in their expectations for this task. Forty-seven per cent of the experienced indicated preference for the advisory role while the inexperienced members showed greater preference for superintendent action under board direction with only 29 per cent favoring the advisory role. One must conclude here

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[9]Revised Statutes of Alberta, op. cit., Sec. 369

TABLE XXI

COMPARISON OF REPLIES FOR THE TASK OF DEALING WITH CASES OF SUSPENSION AND EXPULSION

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	6	8	34	44	32	41	2	3	3	77	
Divisional Sch. Board	16	8	87	46	79	42	6	3	1	189	
County & Div. Chairmen	0	0	25	51	22	45	2	4	0	49	
County & Div Members	21	10	95	44	89	41	6	3	4	215	
Inexperienced	11	13	42	50	24	29	3	4	4	84	*(.01)
Experienced	10	5	82	44	88	47	5	3	0	185	
Business	6	13	21	48	17	38	0	0	1	45	
Agriculture	14	7	93	47	82	41	8	4	2	199	
Total Respondents	25	9	127	44	119	42	10	4	5	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

that the experienced board member is more aware of the legal provisions in the School Act than is the inexperienced and has interpreted it as placing the superintendent in an advisory role.

In considering the whole area of pupil personnel management, two conclusions seem justified. Firstly, board members in Alberta expect the superintendent to act independent of their direction in those tasks most closely allied to instructional supervision, and to assume less authority--mostly advisory--in relation to those tasks which could be considered more administrative in nature.

Secondly, since there were significant differences between expectations of inexperienced and experienced members in four of the eight tasks, it seems reasonable to conclude that experienced members tend to expect less independent action by the superintendent, thus holding more tightly to the administrative reins themselves.

IV. PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

The administrative area of providing and maintaining school facilities was presented in the questionnaire under the following ten statements of duties:

1. Estimating the building needs of the division.
2. Selecting suitable school sites.
3. Recommending an architect to the board.
4. Making certain in preliminary planning of school facilities that there is adequate provision for educational needs.
5. Developing an efficient program of plant operation.

6. Developing an efficient program of maintenance.
7. Establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment.
8. Formulating policy governing the use of school facilities by the public.
9. Administering the text-book rental plan.
10. Handling the requests of principals for materials and equipment.

Estimating Building Needs

It is evident from the statistics in Table XXII on the following page that board members expect the superintendent to act in an advisory capacity in estimating the building needs of the division. Sixty-one per cent indicated this expectation. However, the table reveals a significant difference between the expectations of businessmen who indicated only 49 per cent in favor of the advisory role, and farmers, 65 per cent of whom favored this role. On the other hand, 40 per cent of the businessmen against 20 per cent of the farmers favored action under board direction. One can conclude that, while the majority of board members favored the advisory role in this task, businessmen are less strongly convinced with a fair percentage of the opinion that the superintendent should act under board direction.

The fact that, in all, 93 per cent of the board members felt that the superintendent should be involved to some extent in estimating building needs indicates some measure of agreement with Hencley's study. Hencley found that 90 per cent of the superintendents questioned stated

TABLE XXII

COMPARISON OF REPLIES FOR THE TASK OF ESTIMATING
THE BUILDING NEEDS OF THE DIVISION

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	6	8	16	21	51	66	4	5	0	77	
Divisional Sch. Board	8	4	51	27	117	62	12	6	1	189	
County & Div. Chairmen	2	4	18	37	26	53	3	6	0	49	
County & Div Members	12	6	50	23	140	65	12	6	1	215	
Inexperienced	5	6	20	24	52	62	6	7	1	84	
Experienced	8	4	51	28	117	63	9	5	0	185	
Business	3	7	18	40	22	49	2	4	0	45	*
Agriculture	11	5	48	24	129	65	11	5	0	199	
Total Respondents	16	6	74	26	176	61	19	7	1	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

that they became actively involved in this task.[10]

Selecting School Sites

The task of selecting school sites is closely allied to that of estimating building needs. Table XXIII shows that here again board members expect the superintendent to participate mainly in an advisory role. Sixty per cent of the total respondents indicated this expectation. There was, however, an increase in expectations for no participation in this task over that of estimating building needs. Nineteen per cent of the total respondents felt that the superintendent should have no responsibility for the selection of school sites while only 7 per cent held the same expectation for the task of estimating building needs. One can conclude that in some board members' opinions the task of estimating building needs is more closely allied to instructional supervision than is that of selecting school sites and accordingly expect greater superintendent participation in this task.

Recommending an Architect

Table XXIV deals with the task of recommending an architect to the board. Forty-three per cent of the total respondents favored the advisory role for the superintendent in regard to this task, while 44 per cent felt that this should not be considered a responsibility of the superintendent. Twelve per cent expect him to take a more active role, either independent of board direction or under the direction of the board. One can conclude

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[10]Hencley, op. cit., p. 81.

TABLE XXIII

COMPARISON OF REPLIES FOR THE TASK OF
SELECTING SUITABLE SCHOOL SITES

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	0	0	16	21	49	64	11	14	1	77
Divisional Sch. Board	3	2	34	18	112	59	38	20	2	189
County & Div. Chairmen	0	0	12	24	27	55	10	21	0	49
County & Div Members	3	1	39	18	132	62	38	18	3	215
Inexperienced	1	1	13	22	52	62	15	18	3	84
Experienced	1	1	40	22	111	60	33	18	0	185
Business	0	0	13	29	21	47	11	25	0	45
Agriculture	3	2	36	18	124	62	34	17	2	199
Total Respondents	3	1	55	19	170	60	54	19	4	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXIV

COMPARISON OF REPLIES FOR THE TASK OF RECOMMENDING AN ARCHITECT TO THE BOARD

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	2	3	6	8	31	40	37	48	1	77	
Divisional Sch. Board	7	4	14	7	83	44	83	44	2	189	
County & Div. Chairmen	0	0	5	10	21	43	22	45	1	49	
County & Div Members	8	4	15	7	93	43	97	45	2	215	
Inexperienced	5	6	7	8	44	52	27	32	1	84	*
Experienced	4	2	13	7	71	38	95	51	2	185	
Business	2	5	3	7	19	42	20	44	1	45	
Agriculture	7	3	17	9	86	43	87	44	2	199	
Total Respondents	11	4	23	8	122	43	125	44	5	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

from this that the majority favor some measure of participation by the superintendent in this task.

A significant difference between the expectations of experienced and inexperienced board members was found for the task of choosing an architect. Fifty-one per cent of the experienced favored no participation by the superintendent while only 38 per cent of the inexperienced held this expectation. One can conclude here that the experienced board member has had more contact with architects and feels more capable of making a sound choice without the help of the superintendent. He has possibly served on the building committee of the board and became keenly concerned with and interested in this aspect of administration.

Preliminary Planning for Educational Needs

Table XXV deals with the task of making certain in preliminary planning of school facilities that there is adequate provision for educational needs. Boards indicated clearly that they expected the superintendent to participate in this task. Fifty-seven per cent favored the advisory role, while 26 per cent indicated preference for action under board direction. There were no significant differences in expectations between any of the respondent groups. One can conclude with confidence here, that board members definitely expect the superintendent to act in the role of advisor in the task of preliminary planning for school facilities.

TABLE XXV

COMPARISON OF REPLIES FOR THE TASK OF PRELIMINARY PLANNING FOR EDUCATIONAL NEEDS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	7	9	25	32	43	56	2	3	0	77
Divisional Sch. Board	30	16	42	22	114	60	1	1	2	189
County & Div. Chairmen	7	14	15	31	27	55	0	0	0	49
County & Div Members	30	14	53	25	127	59	3	1	2	215
Inexperienced	8	10	26	31	48	57	1	1	1	84
Experienced	29	16	45	24	108	58	2	1	1	185
Business	11	25	9	20	25	56	0	0	0	45
Agriculture	25	13	59	30	112	56	1	1	2	199
Total Respondents	41	14	75	26	163	57	4	1	3	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

Developing an Efficient Program of Plant Operation

In the next task--that of developing an efficient program of plant operation--the advisory role was again favored. Table XXVI shows that 46 per cent of the total respondents indicated preference for this role. There was no indication of any significant difference between the expectations of any of the pairs of respondent groups.

Developing an Efficient Program of Maintenance

While the advisory role is still favored for the task of developing an efficient program of plant maintenance, Table XXVII shows a significant difference again between the inexperienced and experienced members' expectations, with the inexperienced showing greater expectations for action by the superintendent--either independent or under board direction. One can conclude here that the more experienced a member becomes the less expectations he holds for superintendent action regarding a task which he considers not to be closely related to the improvement of instruction. Hencley found here that the matter of repairs to buildings, grounds, and equipment was handled mainly by the board members and secretaries in the school divisions and counties of Alberta.[11]

Establishing Procedures with Respect to Supplies and Equipment

Table XXVIII deals with the task of establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment. Of the total respondents, 42 per cent favored the advisory role and 36 per cent favored the superintendent assuming no responsibility

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[11]Ibid., p. 83.

TABLE XXVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING
AN EFFICIENT PROGRAM OF PLANT OPERATION

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	5	6	25	32	34	44	13	17	0	77
Divisional Sch. Board	14	7	45	24	88	47	42	22	0	189
County & Div. Chairmen	3	6	14	29	22	45	10	20	0	49
County & Div Members	16	7	51	24	103	48	45	21	0	215
Inexperienced	8	10	27	32	37	44	12	14	0	84
Experienced	12	6	41	22	89	48	43	23	0	185
Business	2	4	11	25	19	42	13	29	0	45
Agriculture	16	8	50	25	94	47	39	20	0	199
Total Respondents	20	7	76	27	132	46	58	20	0	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXVII

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING
AN EFFICIENT PROGRAM OF MAINTENANCE

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	2	3	18	23	31	39	23	30	3	77	
Divisional Sch. Board	5	3	33	17	81	43	66	35	4	189	
County & Div. Chairmen	1	2	8	16	21	43	17	35	2	49	
County & Div Members	4	2	43	20	93	43	71	33	4	215	
Inexperienced	5	6	23	27	31	37	22	26	3	84	*
Experienced	2	1	29	16	84	45	67	36	3	185	
Business	2	4	7	16	18	40	16	36	2	45	
Agriculture	5	3	41	21	85	43	64	32	4	199	
Total Respondents	7	2	55	19	121	42	95	33	8	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXVIII

COMPARISON OF REPLIES FOR THE TASK OF ESTABLISHING PROCEDURES WITH RESPECT TO SUPPLIES AND EQUIPMENT

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	4	5	15	19	31	39	26	34	1	77	
Divisional Sch. Board	5	3	25	13	82	43	74	39	3	189	
County & Div. Chairmen	1	2	5	10	21	43	21	43	1	49	
County & Div Members	10	5	33	15	93	43	77	36	2	215	
Inexperienced	4	5	22	26	32	32	25	30	1	84	*
Experienced	7	4	18	10	84	45	74	40	2	185	
Business	2	4	8	18	16	36	19	42	0	45	
Agriculture	8	4	30	15	89	45	70	35	2	199	
Total Respondents	11	4	46	16	121	42	103	36	5	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

for the task. A significant difference appeared again between the expectations of inexperienced and experienced board members. While only 10 per cent of the experienced members favored independent action by the superintendent in regard to this task, 26 per cent of the inexperienced indicated this expectation. The reverse was true with regard to the roles of advisor and of no responsibility, with the experienced members holding the greater expectations for these roles. One can conclude here that the majority of respondents favor participation by the superintendent in the task of establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment. One can further conclude that inexperienced members hold greater expectations for superintendent action in this task than do the experienced.

Formulating Policy with Respect to Public Use of School Facilities

Table XXIX deals with the task of formulating policy with respect to public use of school facilities. Forty-nine per cent of the total respondents favored the advisory role and another 16 per cent that of action under board direction with respect to this task. Thirty-one per cent felt that the superintendent should assume no responsibility for the performance of this task. There were no significant differences between the expectations of any of the pairs of respondent groups. One can only conclude that the majority of school board members in Alberta favor some participation by the superintendent in regard to this task.

Administering the Text-book Rental Plan

Table XXX deals with expectations for the task of administering

TABLE XXIX

COMPARISON OF REPLIES FOR THE TASK OF FORMULATING POLICY WITH RESPECT TO PUBLIC USE OF SCHOOL FACILITIES

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	1	1	13	17	41	53	20	26	2	77
Divisional Sch. Board	0	0	31	16	94	15	63	33	1	189
County & Div. Chairmen	0	0	9	18	29	59	10	20	1	49
County & Div Members	1	0	33	15	104	48	75	35	2	215
Inexperienced	1	1	19	23	38	45	24	29	2	84
Experienced	0	0	26	14	97	52	61	33	1	185
Business	0	0	7	16	21	47	17	38	0	45
Agriculture	0	0	34	17	103	52	59	30	3	199
Total Respondents	5	2	47	16	141	49	89	31	4	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXX

COMPARISON OF REPLIES FOR THE TASK OF ADMINISTERING THE TEXT-BOOK RENTAL PLAN

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	14	18	27	35	28	36	8	10	0	77	
Divisional Sch. Board	25	13	54	28	80	42	29	15	1	189	
County & Div. Chairmen	5	10	15	31	19	39	9	19	1	49	
County & Div Members	35	16	65	30	88	41	27	13	0	215	
Inexperienced	21	25	27	32	28	33	8	10	0	84	*(.02)
Experienced	20	11	55	30	81	43	28	15	1	185	
Business	4	9	14	31	18	40	9	20	0	45	
Agriculture	34	17	64	32	81	41	19	10	1	199	
Total Respondents	43	15	91	32	113	40	38	13	1	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

the text-book rental plan. Fifteen per cent of the total respondents indicated expectations for independent action, 32 per cent for action under board direction, 40 per cent for action as an advisor, and only 13 per cent for no responsibility by the superintendent in regard to this task. Again there was a significant difference between the expectations of the inexperienced and experienced members. This was due to greater expectations on the part of the inexperienced members for independent action and significantly less expectations for the advisory role on the part of the superintendent. In respect to this task one can conclude with confidence that board members in Alberta expect the superintendent to participate in administering the text-book rental plan with the largest single group favoring an advisory role. A further conclusion, that the inexperienced show greater expectations for independent action than do the experienced seems justified. This can be interpreted to mean that the experienced board members see that the superintendent should be occupied with more useful tasks than operating a text-book rental plan independent of their direction.

Handling Requests of Principals

The task of handling requests of principals for materials and equipment is dealt with in Table XXXI. Here 13 per cent of the total respondents favored independent action on the part of the superintendent, 28 per cent for action under board direction, and 43 per cent for the advisory role. Fifteen per cent of the total respondents favored no responsibility on the part of the superintendent. One can conclude that board members in Alberta favor superintendent participation with respect

TABLE XXXI

COMPARISON OF REPLIES FOR THE TASK OF HANDLING THE REQUESTS OF PRINCIPALS FOR MATERIALS AND EQUIPMENT

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	12	16	22	28	34	44	9	12	0	77
Divisional Sch. Board	21	11	50	26	85	45	32	17	1	189
County & Div. Chairmen	2	4	14	28	23	48	10	20	0	49
County & Div Members	31	14	58	27	94	44	31	14	1	215
Inexperienced	16	19	26	31	29	35	13	15	0	84
Experienced	18	10	48	26	90	49	28	15	1	185
Business	6	13	9	20	17	38	12	27	1	45
Agriculture	27	14	59	30	87	44	26	13	0	199
Total Respondents	36	13	80	28	124	43	44	15	2	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

to this task, although the largest single group expect that participation to be only in the capacity of advisor.

In regard to the total administrative area of providing and maintaining school facilities, one can conclude that the county and school board members of Alberta expect the superintendent to act in the main as their advisor. Although significant differences appeared between expectations of inexperienced and experienced members, all groups favored this advisory role. It seems only natural that the experienced members would rate their expectations of the superintendent lower on the scale. Firstly, they wish him to spend more time in the instructional areas and secondly, through experience these board members feel more capable of performing these tasks themselves.

V. SCHOOL FINANCE

The following five tasks in the area of school finance were presented to the respondents:

1. Budgeting for school operations.
2. Preparing specifications for the purchase of supplies and equipment.
3. Keeping the board informed regarding teacher salary trends.
4. Participating in salary negotiations.
5. Making surveys with respect to equitable pay scales for other employees of the division.

Budgeting for School Operations

Budgeting for school operations is dealt with in Table XXXII. Fifty-eight per cent of the total respondents expected the superintendent to act as an advisor in regard to this task. The table also shows that the respondent groups were in close agreement in their expectations for the superintendent's role here. No significant differences in expectations were found.

In regard to budgeting for school operations, Hencley found that 50 per cent of the superintendents of Alberta felt that they worked as equal partners with the board and secretary.[12] While it is difficult to determine to what extent an advisor might be considered an equal partner, it seems reasonable to conclude here that board members consider the superintendent's role to be something less than an equal partner.

Preparing Specifications for the Purchase of Supplies and Equipment

The same expectations hold true for the task of preparing specifications for the purchase of supplies and equipment, and Table XXXIII shows no significant difference between the expectations of any pair of respondent groups. One must conclude here that school boards expect the superintendent to assume the role of advisor in respect to this task.

Informing the Board Regarding Salary Trends

Table XXXIV deals with the task of keeping the board informed regarding salary trends. While 45 per cent of the board members

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[12]Hencley, op. cit., p. 88.

TABLE XXXII

COMPARISON OF REPLIES FOR THE TASK OF
BUDGETING FOR SCHOOL OPERATIONS

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	0	0	13	17	45	58	19	25	0	77	
Divisional Sch. Board	1	1	28	15	115	61	43	22	2	189	
County & Div. Chairmen	0	0	9	18	29	59	11	22	0	49	
County & Div Members	1	1	30	14	132	60	50	23	2	215	
Inexperienced	0	0	15	18	52	62	16	19	1	84	
Experienced	0	0	27	15	110	59	47	25	1	185	
Business	0	0	7	16	25	56	13	29	0	45	
Agriculture	1	1	32	16	123	62	42	21	1	199	
Total Respondents	3	1	47	16	166	58	68	24	2	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXXIII

COMPARISON OF REPLIES FOR THE TASK OF PREPARING SPECIFICATIONS FOR THE PURCHASE OF SUPPLIES AND EQUIPMENT

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	2	3	17	22	45	55	12	16	1	77
Divisional Sch. Board	13	7	32	17	109	57	32	17	3	189
County & Div. Chairmen	2	4	8	16	27	55	10	20	2	49
County & Div Members	13	6	39	19	129	60	32	15	2	215
Inexperienced	8	10	19	23	45	54	11	13	1	84
Experienced	8	4	29	16	113	61	32	17	3	185
Business	2	4	11	24	26	58	6	13	0	45
Agriculture	14	7	33	17	118	59	31	16	3	199
Total Respondents	18	6	54	19	162	57	47	16	5	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXXIV

COMPARISON OF REPLIES FOR THE TASK OF KEEPING THE BOARD INFORMED REGARDING TEACHER SALARY TRENDS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	25	32	9	12	38	49	5	7	0	77
Divisional Sch. Board	46	21	20	11	87	46	34	18	2	189
County & Div. Chairmen	13	21	5	10	23	49	8	16	0	49
County & Div Members	55	25	26	12	101	47	31	14	2	215
Inexperienced	27	32	9	11	39	46	9	11	0	84
Experienced	42	23	22	12	88	48	31	17	2	185
Business	9	20	9	20	21	47	6	13	0	45
Agriculture	59	30	20	10	91	46	27	14	2	199
Total Respondents	76	27	36	13	130	46	42	15	2	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

indicated expectations for the advisory role, there was a considerable group which felt that the superintendent should act on his own initiative in regard to this task. Twenty-seven per cent indicated this expectation. The nature of this task in itself could be considered advisory and the distinction between providing the information on his own initiative or in an advisory capacity is so narrow that it is safe to conclude that the advisory role is generally expected in regard to this task. There were no significant differences between expectations of any of the pairs of respondent groups.

Participating in Salary Negotiations

For the task of participating in salary negotiations, Table XXXV shows that 50 per cent of the total respondents favored the advisory role while 30 per cent indicated expectations for no participation on the part of the superintendent. Another 15 per cent felt that the superintendent should act under board direction. There were no significant differences between the expectations of any of the pairs of respondent groups. It is safe to conclude here that school boards in Alberta do expect the superintendent to assume some responsibility in regard to this task and that the role should be mainly that of advisor. Collins would agree with this. In his study he found that superintendents emphasize the advisory function.[13]

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[13] Collins, op. cit., p. 243

TABLE XXXV

COMPARISON OF REPLIES FOR THE TASK OF
PARTICIPATING IN SALARY NEGOTIATIONS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	1	1	11	14	41	53	23	30	1	77
Divisional Sch. Board	6	3	28	15	90	60	60	32	5	189
County & Div. Chairmen	0	0	5	10	29	59	15	31	0	49
County & Div Members	6	3	32	15	106	49	66	31	5	215
Inexperienced	3	4	17	21	40	48	23	27	1	84
Experienced	3	2	23	12	96	52	59	32	4	185
Business	0	0	3	7	29	65	12	27	1	45
Agriculture	7	4	35	18	96	48	57	19	4	199
Total Respondents	9	3	42	15	142	50	85	30	8	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

Making Surveys with Respect to Pay Scales for Other Employees

Table XXXVI shows that board members do not expect the superintendent to take an active part in respect to pay scales for other employees in the division. Twenty-seven per cent saw him in an advisory role, and 54 per cent felt that this should not be considered a responsibility of the superintendent. A significant difference between the expectations of inexperienced and experienced board members appeared here. While the majority of inexperienced members favored no superintendent responsibility for this item, the remainder of this group differed significantly with the experienced members in the nature of the participation they expected of the superintendent. A significantly larger number of the inexperienced members expected him to act on his own initiative or under board direction, while fewer of this group saw him in the advisory role. Here, again, one would conclude that the more experienced members feel more capable of acting as their own administrators in respect to this task.

The evidence above shows conclusively that school boards in Alberta see the superintendent's role at best as an advisor in the area of finance with a strong indication that many feel he should not consider financial matters his responsibility at all. It would, however, seem reasonable for the superintendent to take a more active part in planning and administering the finances of the division. In regard to budgeting, in particular, if the superintendent does not assume responsibility in those sections of the budget concerning instructional supplies and equipment, and instructional salaries in divisions where enrolments

TABLE XXXVI

COMPARISON OF REPLIES FOR THE TASK OF MAKING
SURVEYS WITH RESPECT TO PAY SCALES
FOR OTHER EMPLOYEES

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	3	4	12	16	17	22	45	58	0	77	
Divisional Sch. Board	10	5	18	10	58	31	99	52	4	189	
County & Div. Chairmen	2	4	2	4	12	24	33	67	0	49	
County & Div Members	11	5	26	12	63	29	111	52	4	215	
Inexperienced	8	10	13	16	17	20	44	53	2	84	*
Experienced	5	3	18	10	58	31	102	55	2	185	
Business	0	0	4	9	11	25	29	64	1	45	
Agriculture	12	6	25	13	59	30	100	50	3	199	
Total Respondents	15	5	35	12	77	27	155	54	4	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

are increasing and staff must be increased, then the budget can be little more than a "shot in the dark" with respect to these items.

VI. ADMINISTRATIVE ORGANIZATION AND STRUCTURE

The following four tasks were considered in the area of administrative organization and structure:

1. Developing long-range plans for the orderly growth and improvement of the school system.
2. Planning and organizing school centralizations.
3. Planning the administrative organization of schools within each centralized unit of the division.
4. Organizing local boards and committees for participation in educational planning and activities.

Developing Long-range Plans

The task of developing long-range plans for the orderly growth and improvement of the school system is dealt with in Table XXXVII. Here we see that, of the total respondents, 54 per cent were equally divided in their expectations for the superintendent to act either on his own initiative or under the direction of the board in respect to this task. Twenty-seven per cent of the total respondents indicated each of these expectations. Another 43 per cent, however, preferred the advisory role. One must conclude that school board members in Alberta expect superintendents to participate quite actively in the planning aspect of school administration. The 43 per cent who favored

TABLE XXXVII

COMPARISON OF REPLIES FOR THE TASK OF
DEVELOPING LONG-RANGE PLANS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	16	21	19	25	41	53	1	1	0	77
Divisional Sch. Board	56	30	49	26	79	42	2	1	3	189
County & Div. Chairmen	12	24	13	27	24	49	0	0	0	49
County & Div Members	57	27	57	27	95	44	3	1	3	215
Inexperienced	23	27	22	26	36	43	1	1	2	84
Experienced	48	26	49	27	85	46	2	1	1	185
Business	13	29	10	22	22	49	0	0	0	45
Agriculture	55	28	53	27	85	43	3	2	3	199
Total Respondents	78	27	76	27	124	43	3	1	5	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

the advisory role would find agreement from Collins,[14] who states that superintendents see their function as advisory in this respect.

Planning and Organizing School Centralizations

Table XXXVIII deals with the task of planning and organizing school centralizations. Sixty-one per cent of the total respondents favored the advisory role for this task, while another 28 per cent favored action under board direction. There was a definite drop in support for independent action for this task in comparison to the previous task of long-range planning. One can conclude that board members realize how closely this affects the residents in their own subdivisions, and how frequently groups bring pressure to bear. They feel, undoubtedly, that they are too close to the problem themselves to give up any part of the decision making to the superintendent to perform on his own initiative.

There were no significant differences apparent between the expectations of any pair of respondent groups for this task.

Planning Within Each Centralized Unit

Table XXXIX deals with the task of planning the administrative organization of schools within each centralized unit of the division. Forty-eight per cent of the total respondents indicated preference for the advisory role for this task. Independent action and action under board direction were, however, supported by 14 and 33 per cent,

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[14]Ibid., p. 244.

TABLE XXXVIII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING SCHOOL CENTRALIZATIONS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	4	5	20	26	49	64	4	5	0	77
Divisional Sch. Board	10	5	56	30	114	60	6	3	3	189
County & Div. Chairmen	1	2	14	29	33	67	1	2	0	49
County & Div Members	12	6	61	28	131	61	9	4	2	215
Inexperienced	5	6	28	33	45	54	4	5	2	84
Experienced	7	4	50	27	121	65	6	3	1	185
Business	1	2	19	42	22	49	3	7	0	45
Agriculture	11	6	53	27	125	63	8	4	2	199
Total Respondents	16	5	81	28	173	61	11	4	5	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XXXIX

COMPARISON OF REPLIES FOR THE TASK OF PLANNING
THE ADMINISTRATIVE ORGANIZATION OF SCHOOLS
WITHIN EACH CENTRALIZED UNIT

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	12	16	25	32	37	48	2	3	1	77
Divisional Sch. Board	25	13	62	33	94	50	5	3	3	189
County & Div. Chairmen	7	14	16	33	24	49	0	0	2	49
County & Div Members	28	13	71	33	107	50	7	3	2	215
Inexperienced	17	20	23	27	39	48	3	4	2	84
Experienced	19	10	66	36	93	50	4	2	3	185
Business	6	13	15	33	22	49	2	4	0	45
Agriculture	27	14	69	35	96	48	3	2	4	199
Total Respondents	40	14	94	33	138	48	7	2	7	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

respectively, of the total respondents. One can conclude, here, that board members in Alberta want superintendent participation, or at least his professional advice in regard to this task.

Organizing Local Boards and Committees

Only in the task of organizing local boards and committees for participation in educational planning and activities was there any sizeable group who felt that this was not a responsibility of the superintendent. However, as can be seen in Table XL, this was only 24 per cent against 47 per cent favoring the advisory role again. There was a significant difference between the expectations of the inexperienced and experienced board members for this task. A significantly smaller number (only 31 per cent), of the inexperienced favored the advisory role and instead supported performance on the superintendent's own initiative or no responsibility at all. It would appear possible here that the inexperienced member has noted the minor part local boards play, whereas the experienced feel that there is a definite need for such organization and that the superintendent would be performing a valuable service if, through his leadership and advice, such local boards and committees might become more effective organizations in their areas. It is not possible, however, to state this as a definite conclusion.

In regard to the administrative task of planning in the school divisions of Alberta, Hencley has this to say:

> It is becoming increasingly recognized that efficient operation of large administrative units such as the Alberta school division or county, is contingent upon intelligent, long-range planning. Further, there is a growing conviction that expert, professional

TABLE XL

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING LOCAL BOARDS AND COMMITTEES

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	5	7	21	27	35	45	16	21	0	77	
Divisional Sch. Board	22	12	26	14	87	46	51	22	3	189	
County & Div. Chairmen	2	4	8	16	23	47	16	33	0	49	
County & Div Members	24	11	39	18	102	47	48	22	2	215	
Inexperienced	13	16	15	18	27	32	27	32	2	84	*(.01)
Experienced	14	8	33	18	99	53	38	21	1	185	
Business	3	7	4	9	25	55	13	29	0	45	
Agriculture	25	13	37	19	90	45	44	22	3	199	
Total Respondents	33	12	49	17	133	47	68	24	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

> advice is necessary in formulating long-range policies. Moreover, the idea that time, and knowledge of a professional nature are necessary in carrying out planning and policies, is becoming more current in the thinking of boards and school committees.[15]

It appears that the findings of this study regarding planning and organizing bear out Hencley's statement.

VII. PUBLIC RELATIONS

The five tasks considered in the area of public relations were stated as follows:

1. Explaining to the public what we are trying to do in the schools.
2. Interpreting school board policy to the public.
3. Interpreting provincial acts and regulations to the board and public (grants, regulations, etc.).
4. Giving active support to worthy community efforts.
5. Maintaining good relations with the local press.

Explaining to the Public What We Are Trying to do in Schools

Table XLI deals with the task of explaining to the public what we are trying to do in schools. Here we see that 52 per cent of the total respondents indicated expectations for independent action, 29 per cent for action under board direction, while 15 per cent saw the superintendent's role as that of advisor. Only 4 per cent of the total respondents felt that this should not be a responsibility of the superintendent. There were no significant differences between the expectations of any

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[15]Hencley, op. cit., p. 25.

TABLE XLI

COMPARISON OF REPLIES FOR THE TASK OF
EXPLAINING TO THE PUBLIC WHAT WE
ARE TRYING TO DO IN SCHOOLS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	32	42	26	34	15	19	3	4	1	77
Divisional Sch. Board	106	56	51	27	22	12	7	4	3	189
County & Div. Chairmen	23	47	15	31	9	18	2	4	0	49
County & Div Members	114	53	63	29	27	13	7	3	4	215
Inexperienced	48	57	17	20	13	15	3	4	3	84
Experienced	93	50	62	34	23	12	6	3	1	185
Business	23	51	17	38	4	9	1	2	0	45
Agriculture	104	52	55	28	29	15	8	4	3	199
Total Respondents	150	52	82	29	38	15	11	4	5	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

pair of respondent groups. One can conclude that school boards see this as a task for the superintendent to perform, preferably on his own initiative.

Interpreting School Board Policy to the Public

The task of interpreting school board policy to the public is dealt with in Table XLII. The largest single group--36 per cent of the total respondents--favored superintendent action under board direction. Thirty-two per cent saw the superintendent performing this task independent of their direction. This makes a total of 68 per cent of the total respondents who felt that this was a task for the superintendent to perform.

There was a significant difference between the expectations of county school committee members and divisional school board members with respect to this task. While a strong majority of both groups expected the superintendent to perform this duty, the percentage of divisional school board members who expected him to perform it on his own initiative was double that for the county school committee members. On the other hand, the percentage of county school committee members who expected him to act under their direction was double that for school boards. One must conclude here that while board members in Alberta see this as a task for the superintendent to perform, county committee members would prefer that he perform under their direction, while school boards are more prepared to let the superintendent handle this without any direction from them. This difference can be easily

TABLE XLII

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING SCHOOL BOARD POLICY TO THE PUBLIC

Groups Compared	Expectancies For Superintendent's Role										
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent			
County Sch. Committee	15	19	42	55	12	16	8	10	0	77	
Divisional Sch. Board	70	37	53	28	34	18	29	15	3	189	*
County & Div. Chairmen	14	29	20	41	10	20	5	10	0	49	
County & Div Members	69	30	76	35	35	16	32	15	3	215	
Inexperienced	22	26	31	37	13	16	17	20	1	84	
Experienced	65	35	65	35	33	18	20	11	2	185	
Business	14	31	18	40	6	13	7	16	0	45	
Agriculture	67	34	69	35	35	18	26	13	2	199	
Total Respondents	93	32	102	36	49	17	39	14	3	286	

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

understood when one understands the history of the two administrative systems. County school committees are composed largely of municipal councillors who have carried the full responsibility for interpreting the municipal council's policy to the public. Therefore, they hold less expectations for independent action on the part of the superintendent. School boards, on the other hand have, since the organization of the school divisions in Alberta, had the benefit of the professional services of a school superintendent. Consequently, they were more inclined to expect him to interpret policy independent of any direction from them.

Interpreting Provincial Acts and Regulations

Table XLIII shows clearly that the task of interpreting provincial acts and regulations to the board and public falls very decidedly within the scope of the superintendent's responsibilities. The fact that there was an increase in the number who designated the advisory role for this task should cause no concern, since the nature of the task in itself is advisory. Since the school superintendent in Alberta is provincially appointed, he is the only logical person to perform this duty in a school division. Table XLIII shows very close agreement between respondent groups in this area.

Giving Active Support to Community Efforts

In the matter of giving active support to worthy community efforts, opinion is much more evenly divided, although action independent of the board is still favored by the largest number of respondents. Table XLIV indicates no significant difference among the groups in their expectations

TABLE XLIII

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING PROVINCIAL ACTS AND REGULATIONS TO THE BOARD AND PUBLIC

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	43	52	13	17	14	18	7	9	0	77
Divisional Sch. Board	96	51	29	15	47	25	16	8	1	189
County & Div. Chairmen	27	55	8	16	11	22	3	6	0	49
County & Div Members	113	52	35	16	47	22	19	9	1	215
Inexperienced	42	50	9	11	24	28	9	11	0	84
Experienced	100	54	35	14	36	19	13	13	1	185
Business	23	51	9	20	9	20	4	9	0	45
Agriculture	108	54	29	15	44	22	17	9	1	199
Total Respondents	148	52	48	17	63	22	25	9	2	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

TABLE XLIV

COMPARISON OF REPLIES FOR THE TASK OF GIVING
ACTIVE SUPPORT TO WORTHY COMMUNITY EFFORTS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	24	31	16	21	19	25	18	22	0	77
Divisional Sch. Board	69	37	31	16	42	22	42	24	5	189
County & Div. Chairmen	17	35	8	16	14	29	8	16	2	49
County & Div Members	77	36	38	18	49	23	48	22	3	215
Inexperienced	29	35	16	19	18	21	20	24	1	84
Experienced	66	36	30	16	46	25	39	21	4	185
Business	12	27	9	20	11	24	13	29	0	45
Agriculture	71	36	36	18	48	24	41	21	3	199
Total Respondents	100	35	49	17	68	24	63	22	6	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

for the performance of this task. The fact that only 17 per cent of the respondents expected the superintendent to perform under board direction in this matter leads one to conclude that board members in general feel this to be a matter of personal choice for the superintendent and that he may act independently, in an advisory role, or assume no responsibility for the performance of this task.

Maintaining Good Relations With the Local Press

Table XLV deals with the task of maintaining good relations with the local press. Forty-three per cent of the total respondents felt that the superintendent should perform this task independent of their direction and another 17 per cent felt that he should act under board direction. From this, one can conclude that the majority of board members in Alberta see this as a task for the superintendent. The fairly large number who saw the superintendent either advising or assuming no responsibility for this task in all probability see press relations as involving a monthly report of the board meeting. This is normally released to the press by the secretary-treasurer. They possibly did not see the total task of interpreting the schools to the public through the medium of the press.

VIII. RELATIVE IMPORTANCE OF THE ADMINISTRATIVE FUNCTIONS

In order to ascertain the respondents' opinions of the relative importance of the seven areas of administration which have been considered in this study, respondents were asked to rank them, assigning the number

TABLE XLV

COMPARISON OF REPLIES FOR THE TASK OF
MAINTAINING GOOD RELATIONS
WITH THE LOCAL PRESS

Groups Compared	Expectancies For Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
County Sch. Committee	32	41	15	20	17	22	13	17	0	77
Divisional Sch. Board	85	45	30	16	31	16	39	21	4	189
County & Div. Chairmen	22	45	8	16	12	25	6	12	1	49
County & Div Members	92	43	39	18	37	17	44	20	3	215
Inexperienced	35	42	17	20	14	17	17	20	1	84
Experienced	81	44	30	16	37	20	34	18	3	185
Business	14	31	11	24	8	18	12	27	0	45
Agriculture	89	45	34	17	36	18	35	18	5	199
Total Respondents	123	43	48	17	54	19	54	19	7	286

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectations for supervisory action in regard to the above supervisory task. Expectations of the total respondent group are recorded at the bottom of the table. Totals for each block at the right are lower than that of the total respondents due to the fact that personal information was not provided by all of the respondents. In the case of business and agriculture, other occupations were disregarded since their numbers were too small to be significant.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups of respondents.

"1" to that which they considered most important, "2" to the next, and so forth.

Rankings

Table XLVI lists the median ranks assigned by each of the respondent groups and by the total respondents. Here it can be seen that all groups ranked instructional leadership as the most important function of the superintendent. Selection and management of staff personnel was ranked second and management of pupil personnel third in importance. While the rankings of the next three areas were close together, that of administrative organization and structure was ranked fourth, the area of public relations fifth, and provision and maintenance of school facilities sixth by the respondents. There was little doubt in the minds of the respondents as to the administrative area which should be considered least in importance. The area of school finance was ranked far below the rest of the administrative functions.

In order to determine whether or not the differences in ranks assigned were great enough to be considered significant, Siegel's median test was applied.[16] Wherever the difference between two ranks was not significant, the mean rank was assigned to both. Table XLVII, page 96, shows the resultant rankings after the median test was applied. It can be seen from this table that where the difference between the areas ranking fourth and fifth was not found significant, both were assigned

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[16]Sidney Siegel, Non-Parametric Statistics For the Behavioral Sciences (New York: McGraw-Hill, 1956) p. 111.

TABLE XLVI

RANK MEDIANS FOR THE RESPONDENT GROUPS

Respondents	Administrative Areas*						
	I	II	III	IV	V	VI	VII
County Councillors	1.36	1.85	3.29	5.56	6.53	4.93	4.76
School Board Members	1.31	1.88	3.35	5.24	6.53	4.64	5.08
Chairmen	1.27	1.85	3.54	5.75	6.50	4.65	4.96
Members	1.32	1.89	3.48	5.26	6.53	4.67	4.99
Inexperienced	1.40	1.80	3.24	5.40	6.57	4.69	5.00
Experienced	1.29	1.91	3.16	5.31	6.50	4.72	4.96
Business	1.30	2.05	3.49	5.51	6.14	4.50	4.92
Agriculture	1.33	1.82	3.50	5.33	6.58	4.75	5.01
Total Respondents	1.32	1.89	3.50	5.32	6.51	4.75	5.01

*Administrative Areas:

I Instructional Leadership
II Selection and Management of Staff Personnel
III Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

NOTE: The rank medians listed above were calculated from the statistics contained in the tables appearing in Appendix D.

TABLE XLVII

RANKS ASSIGNED TO ADMINISTRATIVE FUNCTIONS AFTER SIEGEL'S MEDIAN TEST FOR SIGNIFICANT DIFFERENCES HAD BEEN APPLIED

Respondents	Administrative Areas*						
	I	II	III	IV	V	VI	VII
County Councillors	1	2	3	5.5	7	4	5.5
School Board Members	1	2	3	5	7	5	5
Chairmen	1	2	3	6	7	4.5	4.5
Members	1	2	3	5	7	5	5
Inexperienced	1	2	3	5	7	5	5
Experienced	1	2	3	5	7	5	5
Business	1	2.5	2.5	5	7	5	5
Agriculture	1	2	3	6	7	4.5	4.5
Total Respondents	1	2	3	5	7	5	5

*Administrative Areas:

I Instructional Leadership
II Selection and Management of Staff Personnel
III Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

the rank of 4.5. Where it happened that the fourth, fifth, and sixth did not differ significantly, all were assigned a rank of five. This was the case for the total respondents and five of the eight respondent groups with respect to the areas of administrative organization and structure, public relations, and provision and maintenance of school facilities.

Where two respondent groups differed in their ranking of the administrative functions, the rank correlation coefficient was calculated in order to determine if the relationship between the two groups was significant.[17] Allowing five degrees of freedom (n - 2), r must be .874 or greater for the relationship to be significant. In all cases, r was considerably greater than .874 and, therefore, the relationship between the rankings in regard to each pair of respondent groups can be considered significant at the one per cent level.

Conclusions

It is evident from the ranking of the administrative functions that school boards in Alberta consider the superintendent's chief responsibility to be that of instructional leadership. One can also conclude that the respondents ranked the remainder of the administrative functions in the order in which they felt these areas were related to instructional leadership. It is apparent that the respondents felt the areas of staff and pupil personnel management to be most closely

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[17] Henry E. Garrett and R.S. Woodworth, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1953), pp. 353-356.

related and hence ranked them next in order behind instructional leadership.

One can further conclude that school boards in Alberta see little difference in the importance of three of the administrative areas as functions of the superintendent. The areas of administrative organization and structure, public relations, and provision and maintenance of school facilities were ranked behind pupil personnel management by the respondents.

The fact that the total respondents and all groups of respondents placed school finance last by a wide margin forces one to conclude the school boards in Alberta do not expect the provincially appointed school superintendent to exert active leadership in this area of business management. Were the superintendent the chief executive officer of the board, expectations for his assuming a leadership role in the management of school finances would doubtless be much higher.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. REVIEW OF THE PROBLEM

The purpose of this study was to determine the role that school boards expect the provincially appointed superintendent to play in the administration of the school divisions and counties of Alberta. The investigator was aware of the wide range of roles played at the present time by school superintendents and the conflicts which frequently result when a superintendent is not made aware of the expectations that his board holds for the role of the superintendent.

To answer the problem, the investigator prepared a questionnaire consisting of forty-four tasks which he considered to most adequately cover the complete field of school administration in which the school superintendent might become involved. These tasks were grouped under the following headings: instructional leadership, selection and management of staff personnel, management of pupil personnel, provision and maintenance of school facilities, finance, administrative organization and structure, and public relations. School board and county school committee members were asked to indicate their expectations of the superintendent's role by selecting one of four roles that he might play with respect to each task. These were stated as follows:

a. The superintendent should perform this duty independent of board direction.

b. The superintendent should be responsible for the performance of this duty under the direction of the board.

c. The superintendent should be expected to act in an advisory capacity in this case.

d. This should not be considered a responsibility of the superintendent.

In an attempt to determine the reasons for expectations of the superintendent's role being so diverse, the investigator compared the responses of several groups of respondents in addition to considering the responses of the total body of school board and school committee members in the province. Expectations of county school committee and divisional school board members were compared, as also were the responses of chairmen with those of board and committee members, of inexperienced with those of experienced members, and of persons engaged in business with those of persons engaged in agriculture.

Lastly, the study attempted to learn the relative importance which school board and school committee members attached to each of the seven broad areas of school administration. Respondents were asked to rank the areas of instructional leadership, selection and management of staff personnel, management of pupil personnel, provision and maintenance of school facilities, finance, administrative organization and structure, and public relations in order of importance as a function of the superintendent. These responses were also tested to determine if there were any significant differences between the expectations of any of the pairs of respondent groups. The findings and conclusions stated below have been

based strictly upon the information obtained from this questionnaire.

II. SUMMARY OF THE FINDINGS

1. The respondents in this study showed strong preference for independent action on the part of the provincially appointed superintendent in the performance of duties related to the administrative area of instructional leadership. They considered this to be the most important function of the superintendent and few saw any need for directing him in this area of his work.

2. In the selection and management of staff personnel, the majority of the respondents indicated that they expected the superintendent to act under the direction of the board with respect to the selection and placement of personnel who work, or direct the work, in the classroom.

3. In the same area of personnel management, respondents almost equally favored independent action or action under board direction for the superintendent in the task of directing the work of locally employed supervisory personnel.

4. In the selection and management of secretary-treasurers and other non-professional staff, the respondents indicated strongly that they expected the superintendent to assume no responsibility. Experienced members showed significantly higher expectations for the role of no responsibility regarding non-professional staff than did the inexperienced members.

5. Respondents expected the superintendent to take an active part in promoting the welfare of the teachers. While opinion was fairly evenly

divided as to what form of action he should take, the greatest preference was shown for action under the direction of the board. Businessmen and farmers, however, disagreed significantly here, with businessmen showing stronger preference for independent action and farmers for action under board direction.

6. Respondents ranked selection and management of staff personnel second in importance only to instructional leadership as a function of the superintendent. They placed this above pupil personnel management, which area they ranked third in importance.

7. In the area of pupil personnel administration, respondents indicated that they expected the superintendent to act independent of board direction in performing those tasks where professional knowledge of educational theory is essential. Where professional knowledge is not required, respondents favored the role of advisor for the superintendent.

8. Inexperienced and experienced board members differed significantly in expectations for superintendent action regarding several of the tasks related to pupil personnel administration. Where a difference occurred, the inexperienced members invariably showed expectations for greater independent action or board-directed action by the superintendent, while the experienced tended to favor the advisory role or, in some instances, no responsibility whatever.

9. Chairmen and members differed significantly in expectations for the role of the superintendent in the task of providing students with information about future job and educational opportunities. Chairmen showed greater expectations for superintendent action under board

direction for this task than did the members, while the members favored the advisory role more strongly.

10. In tasks related to the provision and maintenance of school facilities, respondents in the main looked upon the superintendent as an advisor. Only in the matter of recommending an architect to the board did the respondents favor another role and then only by a difference of one per cent. Forty-four per cent favored no responsibility for the superintendent in this task, while 43 per cent favored the role of advisor.

11. Inexperienced and experienced board members differed significantly in six of the ten tasks related to provision and maintenance of school facilities. While, as stated above, the advisory role was generally favored, inexperienced members leaned more strongly towards superintendent action under board direction and the experienced more frequently showed preference for no responsibility by the superintendent.

12. In the first task of the above area--that of estimating the building needs of the division--businessmen and farmers differed significantly in their expectations of the superintendent's role. While here again both favored the advisory role, a significantly larger percentage of businessmen than farmers favored superintendent action under board direction.

13. In the area of school finance, respondents indicated clearly that they expected the superintendent to assume no more than an advisory role and when it came to making surveys with respect to equitable pay scales for non-professional employees, they expected the superintendent to

assume no responsibility whatever. Here again, however, expectations of inexperienced members were significantly higher for superintendent action than were those of the more experienced.

14. In tasks related to administrative organization and structure, respondents again looked upon the superintendent as an advisor. Only in one of these tasks was a significant difference found between the expectations of two groups of respondents and again the difference was between inexperienced and experienced members. In the task of organizing local boards and committees, a significantly smaller number of inexperienced members favored the advisory role and larger percentages favored independent action or no responsibility at all than was the case for the experienced members.

15. Respondents ranked the area of finance as the least important administrative function of the provincially appointed superintendent.

16. In the area of public relations, respondents generally favored independent action by the superintendent. They did not, however, rank this area high in importance as a function of the superintendent. It was ranked fifth in importance, along with the areas of admininstrative organization and structure and the provision and maintenance of school facilities.

III. CONCLUSIONS AND IMPLICATIONS

1. School boards in Alberta attach greatest significance to the provincially appointed superintendent's role as an instructional leader and expect him to perform the tasks related to this area independent of

their direction. As yet in Alberta, the major responsibility for curriculum lies with the provincial government. Board members are aware of this and expect the line officer of the Department of Education to assume a leadership role, independent of their direction, in all matters concerning the improvement of instruction. One might imply from the above conclusion that board members are not interested in this area of school administration. This is not necessarily the case. More probably, they recognize that the superintendent is, or should be, professionally trained in this field and should not be subjected to direction from laymen.

2. School boards in Alberta see the superintendent as acting in the capacity of an executive officer in the hiring and placing of teachers and principals in their schools.

3. School boards expect the superintendent to direct the work of locally employed supervisory personnel. There appears to be little danger that boards will by-pass the superintendent and deal directly with locally employed supervisory staff.

4. School board wish to direct the work of non-professional staff themselves. They do not see the superintendent assuming any responsibility in this area.

5. The fact that the area of selection and management of staff personnel was ranked second in importance to instructional leadership as a function of the superintendent, leads one to conclude that school boards hold high regard for the superintendent's services in the employment of professional staff, realizing fully the impact that careful selection of

staff can have upon instruction in the classroom. This conclusion becomes even more justifiable when one realizes that boards do not expect the superintendent to assume responsibility for those tasks related to the selection and management of non-professional staff which were list in the same section.

6. The more confident or capable board members feel with respect to an administrative task the less inclined they are to delegate authority to the superintendent. One can conclude here that board members like to consider themselves as administrators rather than simply legislators or policy makers. Invariably, there were fewer expectations for superintendent action when the task being considered was one which could be performed by a layman. And further, to substantiate this conclusion, the more experienced a board member was, the less expectations he held for superintendent action.

7. The fact that the area of finance was ranked least in importance as a function of the superintendent forces one to conclude that boards in Alberta wish to retain very close control of spending. It is obvious here that they do not consider that the superintendent must be an expert in this field. This conclusion is closely related to the preceding one and further emphasizes that board members like to consider themselves as administrators.

From the findings of this study one can draw the implication that school boards would like to see men highly trained in the field of instructional supervision as superintendents of schools in the divisions and counties of Alberta. Since, for the most part, these divisions and

counties are relatively small administrative units, boards do not as yet feel the need for an executive officer that is highly trained in all areas of administration. As these administrative units continue to grow the need for such an officer may become more apparent.

IV. RECOMMENDATIONS

On the strength of the findings and conclusions of this study, certain recommendations can be made. These are offered with a view to bringing the actual performance of the provincially appointed superintendent nearer to the role which, in the light of this study, the school boards in Alberta expect him to play.

1. Board policy should include definition of the superintendent's role.

It would seem a wise practice for the school board to sit down with a superintendent who has been newly appointed to the area and clarify the policy which will determine the role the superintendent will play in that school division or county during his term of office. This will involve a review of policy already in effect and, in many cases, the establishment of new policy. In doing this, the board should seek guidance from the senior officials of the Department of Education, the Alberta School Trustees' Association, and the Superintendents' Association. A general statement of policy agreed upon by these three bodies would serve as a very useful guide to school boards and should also serve to effect more uniform practices throughout the divisions and counties in Alberta.

2. Training in school administration should be a pre-requisite to employment as a superintendent.

From the findings of this study one can conclude that graduate students in administration who are aiming towards the provincial superintendency would be advised to include some courses in their programs which specifically train them for supervision. However, if the provincially appointed superintendent is to be expected to exert a broad influence upon education in his area he should include in his training courses which convey a broad concept of the executive function of the superintendent.

V. SUGGESTIONS FOR FURTHER STUDY

While this study has been limited to the expectations of school boards for the role of the superintendent, it is realized that the role of the superintendent is influenced by the expectations of several reference groups. The following suggested studies, related to the role of the provincially appointed superintendent or his subordinates, should add materially to the present scanty supply of literature on the subject:

1. Expectations of principals for the role of the provincially appointed school superintendent in Alberta.

2. Expectations of teachers for the role of the provincially appointed school superintendent in Alberta.

3. Expectations of school boards for the role of the locally appointed assistant superintendent of schools in Alberta.

4. Expectations of superintendents for the role of the locally appointed assistant superintendent in Alberta.

5. Expectations of school boards for the role of the locally appointed superintendent of schools in Alberta.

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APPENDIX

APPENDIX A

COPY OF LETTER SENT TO SCHOOL BOARDS

ALBERTA SCHOOL TRUSTEES' ASSOCIATION
10725 - 101 STREET - EDMONTON

April 30, 1959.

To all Divisional Trustees and County School Committee Members.

In the near future you will be receiving, through your Superintendent and on behalf of Mr. J. H. Finlay, Superintendent of Schools, Edson School Division No. 12, a questionnaire entitled:

"School Board Expectations for the Role of the Provincially Appointed School Superintendent."

Mr. Finlay has chosen this as a topic on which to prepare a thesis with respect to his Master's Degree, and is using the questionnaire method to gather information and trustee opinion with respect to various aspects of the superintendency.

Dr. A. W. Reeves, of the Division of Educational Administration, has approved the topic, and keen interest is shown in it by Dr. T. C. Byrne, Chief Superintendent of Schools.

Mr. E. Parr, President of the A.S.T.A., has approved the forwarding of this request for trustee cooperation in the proposed survey.

The Alberta School Trustees' Association is vitally interested in and even concerned regarding some aspects of the Superintendency now existing.

The Association, therefore, welcomes this opportunity to cooperate in and support an undertaking from which valuable information and data can be derived with respect to an important educational matter. The study is timely and desirable.

It is with these factors in mind then, that the Association respectfully requests Board and School Committee Members to give careful consideration and diligent attention to the questionnaire when presented.

It is understood that the local Superintendent will, at the time of presentation, fully explain the material and rules with respect to answering same.

This is indeed an excellent opportunity for trustees to place their thinking in an important educational matter into a form from which can be drawn data necessary for a full and careful assessment of an existing situation, and possibly useful in formulating new educational policy.

The Secretary is requested to present this circular at the first opportunity, and extension of your usual good will and cooperation will be deeply appreciated.

"T.C. WEIDENHAMER"

APPENDIX B

COPY OF LETTER SENT TO SUPERINTENDENTS IN
PEACE RIVER ZONE

OFFICE OF SUPERINTENDENT OF SCHOOLS, EDSON

June 16, 1959.

TO ALL SUPERINTENDENTS IN
PEACE RIVER ZONE

Dear _____:

I am terribly sorry that I missed attending the Zone Meeting on June 6th. The Department gave me June 12th as the date and, although I met Oscar Fadum about three weeks ago, I was still of the impression that the meeting was to have been at High Prairie last Friday.

I feel now that I must rely on each of you fellows to administer these to your Boards for me. I wish to emphasize that it is only to school divisional boards and county school committee members that I wish this questionnaire administered. I am enclosing the letter of instructions that I left with each of the other superintendents in the Province. To date, they appear to have run into no difficulty and the response has been excellent. I only hope that you can find time at your board meeting between now and the middle of July as I would very much like to process the results during the summer. The School Trustees' Association, the Department of Education, and the Administration Branch at the University all appear keenly interested in this study and I am anxious to have a report for them at as early a date as possible.

If you are in doubt about any aspects of the questionnaire do not hesitate to phone me collect.

Thanking you in anticipation for your co-operation.

Yours sincerely,

"JOHN H. FINLAY"

John H. Finlay,
Superintendent of Schools

Encls.

APPENDIX C

RESULTS OF QUESTIONNAIRE

ON

SCHOOL BOARD EXPECTATIONS FOR THE ROLE OF THE PROVINCIALLY APPOINTED SCHOOL SUPERINTENDENT

DIRECTIONS TO SCHOOL BOARDS AND COUNTY COUNCILS:

According to the Alberta School Act, the superintendent of a school division shall confer with and advise the board concerning the educational needs of the division. In addition to this, however, the Act states that the superintendent shall, subject to the direction of the board, exercise general supervision over all schools, teachers, property and services under the jurisdiction of the board.

This investigation is interested in learning what a superintendent should do in the light of the above statement; not what the superintendent may be doing at the present time.

Below are listed some administrative duties which the superintendent might be expected to perform. For each item, please circle the letter at the right which best indicates your expectations of the superintendent's role.

a - The superintendent should perform this duty independent of board direction.
b - The superintendent should be responsible for the performance of this duty under the direction of the board. (He may, or may not, carry it out himself.)
c - The superintendent should be expected to act in an advisory capacity in this case.
d - This should not be considered a responsibility of the superintendent.

EXAMPLE: Determining the insurance needs of the division. a (b) c d

You have indicated here you would expect a superintendent to perform this duty under the direction of the board. There would be little or no purpose in his performing it independent of the board's direction. You may, however, have considered that the board should expect only advice from the superintendent in this regard. If so, you would have circled "c". If you had felt that the superintendent had no responsibility in this regard, you would have circled "d".

NOTE: Replies of total respondents have been inserted below each category with the percentages in parentheses below.

THE ROLE OF THE SUPERINTENDENT

(Refer to the front page and circle the letter at the right of each item which best applies.)

INSTRUCTIONAL LEADERSHIP

		a	b	c	d
1.	Improving instruction through visiting classrooms and conferring with teachers	252	26	6	0
		(88)	(9)	(2)	(0)
2.	Organizing teacher study groups, projects, and institutes aimed at improving the quality of instruction	200	61	22	3
		(70)	(21)	(8)	(1)
3.	Evaluating the work of teachers and reporting regularly to the board	203	56	22	2
		(71)	(20)	(8)	(1)
4.	Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.	201	43	31	10
		(70)	(15)	(11)	(4)
5.	Planning the program of instruction to be offered by the school, especially at the high school level	126	95	50	10
		(44)	(33)	(18)	(4)

SELECTION AND MANAGEMENT OF STAFF PERSONNEL

		a	b	c	d
1.	Selecting and placing teachers	63	158	60	2
		(22)	(56)	(21)	(1)
2.	Selecting and placing principals	48	156	74	3
		(17)	(55)	(26)	(1)
3.	Selecting and directing the work of professional assistants (supervisors, helping teachers, etc.)	103	118	55	4
		(36)	(42)	(19)	(1)
4.	Engaging a new secretary-treasurer	1	44	78	157
		(0)	(16)	(28)	(55)
5.	Employing non-professional staff (bus-drivers, caretakers, repairmen, stenographers, etc.)	1	18	57	207
		(0)	(6)	(20)	(72)
6.	Keeping personnel records of teaching staff (qualifications, experience, special abilities)	193	38	29	22
		(68)	(13)	(10)	(8)
7.	Promoting the general welfare of the staff (working conditions, teaching load, etc.)	83	114	78	8
		(29)	(40)	(27)	(3)

(Refer to the front page and circle the letter at the right of each item which best applies.)

PUPIL PERSONNEL

		a	b	c	d
1.	Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.)	131 (46)	106 (37)	30 (10)	16 (6)
2.	Developing procedures for estimating how well pupils are doing in school	223 (78)	36 (13)	19 (7)	5 (2)
3.	Organizing pupil transportation services	4 (2)	47 (16)	117 (41)	114 (40)
4.	Planning for provision of adequate recreational facilities	8 (3)	77 (27)	160 (56)	35 (12)
5.	Providing students with information about future job and educational opportunities	164 (57)	35 (12)	66 (23)	16 (6)
6.	Keeping pupil personnel records (census, promotion results, special problems)	167 (58)	39 (14)	33 (12)	44 (15)
7.	Providing for the safety of pupils	13 (5)	77 (27)	123 (43)	71 (25)
8.	Dealing with cases of suspension and expulsion	25 (9)	127 (44)	119 (42)	10 (4)

PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

		a	b	c	d
1.	Estimating the building needs of the division	16 (6)	74 (26)	176 (61)	19 (7)
2.	Selecting suitable school sites	3 (1)	55 (19)	170 (60)	54 (19)
3.	Recommending an architect to the board	11 (4)	23 (8)	122 (43)	125 (44)
4.	Making certain in preliminary planning of school facilities that there is adequate provision for educational needs	41 (14)	75 (26)	163 (57)	4 (1)
5.	Developing an efficient program of plant operation	20 (7)	76 (27)	132 (46)	58 (20)

		a	b	c	d
6.	Developing an efficient program of maintenance	7 (2)	55 (19)	121 (42)	95 (33)
7.	Establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment	11 (4)	46 (16)	121 (42)	103 (36)
8.	Formulating policy governing the use of school facilities by the public	5 (2)	47 (16)	141 (49)	89 (31)
9.	Administering the text-book rental plan	43 (15)	91 (32)	113 (40)	38 (13)
10.	Handling the requests of principals for materials and equipment	36 (13)	80 (28)	124 (43)	44 (15)

(Refer to the front page and circle the letter at the right of each item which best applies.)

		a	b	c	d
1.	Budgeting for school operations	3 (1)	47 (16)	166 (58)	68 (24)
2.	Preparing specifications for the purchase of supplies and equipment	18 (6)	54 (19)	162 (57)	47 (16)
3.	Keeping the board informed regarding teacher salary trends	76 (27)	36 (13)	130 (46)	42 (15)
4.	Participating in salary negotiations	9 (3)	42 (15)	142 (50)	85 (30)
5.	Making surveys with respect to equitable pay scales for other employees of the division	15 (5)	35 (12)	77 (27)	155 (54)

ADMINISTRATIVE ORGANIZATION AND STRUCTURE

		a	b	c	d
1.	Developing long-range plans for the orderly growth and improvement of the school system	78 (27)	76 (27)	124 (43)	3 (1)
2.	Planning and organizing school centralizations	16 (5)	81 (28)	173 (61)	11 (4)
3.	Planning the administrative organization of schools within each centralized unit of the division	40 (14)	94 (33)	138 (48)	7 (2)
4.	Organizing local boards and committees for participation in educational planning and activities	33 (12)	49 (17)	133 (47)	68 (24)

PUBLIC RELATIONS

		a	b	c	d
1.	Explaining to the public what we are trying to do in the schools	150 (52)	82 (29)	38 (15)	11 (4)
2.	Interpreting school board policy to the public	a 93 (32)	b 102 (36)	c 49 (17)	d 39 (14)
3.	Interpreting provincial acts and regulations to the board and public (grant regulations, etc.)	a 148 (52)	b 48 (17)	c 63 (22)	d 25 (9)
4.	Giving active support to worthy community efforts	a 100 (35)	b 49 (17)	c 68 (24)	d 63 (22)
5.	Maintaining good relations with the local press	a 123 (43	b 48 (17)	c 54 (19)	d 54 (19)

RELATIVE IMPORTANCE OF THE ADMINISTRATIVE FUNCTIONS

The seven broad areas of administration which you have dealt with in the above questionnaire are again listed below. Please rank these from 1 to 7 in the order in which you consider them to be important as administrative functions of the superintendent. Place the number "1" by the work you consider most important, "2" by the next important, and so forth.

	ADMINISTRATIVE FUNCTION	RANK
a.	Instructional Leadership	1
b.	Selection and Management of Staff	2
c.	Management of Pupil Personnel	3
d.	Provision and Maintenance of School Facilities	5
e.	School Finance	7
f.	Administrative Organization and Structure	5
g.	Public Relations	5

In order to form definite conclusions from this survey, we need some information about the person who answered the questionnaire. Please circle the letter of the answer that applies to you.

Total Respondents 286

1. I am a member of -
   a. county school committee 77
   b. school board 189

2. My position on the above is that of -
   a. chairman 49
   b. member 215

3. I have been a member of the above for -
   a. less than two years 84
   b. two or more years 185

4. My occupation can be classed among -
   a. professional, technical and kindred workers ... 11
   b. manager, officials and proprietors 45
   c. farmers 199
   d. clerical and kindred workers 2
   e. sales workers 3
   f. housewives 4
   g. craftsmen, foremen and kindred workers 4
   h. service workers 1
   i. laborers 0
   no answer 17

5. Please check (✓) any of the following statements which tell about your past contacts with the school:

   158 Member of a local school board

   145 Member of a Home and School Association

   24 Teacher

   33 Other (Specify) _____

   30 None

   43 No answer

APPENDIX D

Ranks Assigned to Each Administrative Task by:

I - Total Respondents

II - County Councillors

III - School Board Members

IV - Chairmen of Boards and Councils

V - Members of Boards and Councils

VI - Inexperienced Members

VII - Experienced Members

VIII - Business

IX - Agriculture

I - TOTAL RESPONDENTS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	154	56	23	11	1	5	1	251	1.32	1
	b.	84	107	38	16	1	2	3	251	1.89	2
	c.	3	43	79	67	27	21	10	250	3.50	3
	d.	1	10	19	44	63	83	31	251	5.32	5
	e.	4	8	14	17	42	39	127	251	6.51	7
	f.	6	8	46	52	53	52	33	250	4.75	5
	g.	0	19	31	43	63	48	46	250	5.01	5

*Frequencies with which total respondents ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

II - COUNTY COUNCILLORS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	40	14	6	2	1	3	0	66	1.36	1
	b.	22	30	9	4	0	0	0	65	1.85	2
	c.	2	10	26	17	5	4	1	65	3.29	3
	d.	0	3	5	6	17	24	10	65	5.56	5
	e.	1	1	4	5	10	11	34	66	6.53	7
	f.	1	2	10	13	15	11	13	65	4.93	5
	g.	0	5	5	18	17	12	8	65	4.76	5

*Frequencies with which county councillors ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

III - SCHOOL BOARD MEMBERS

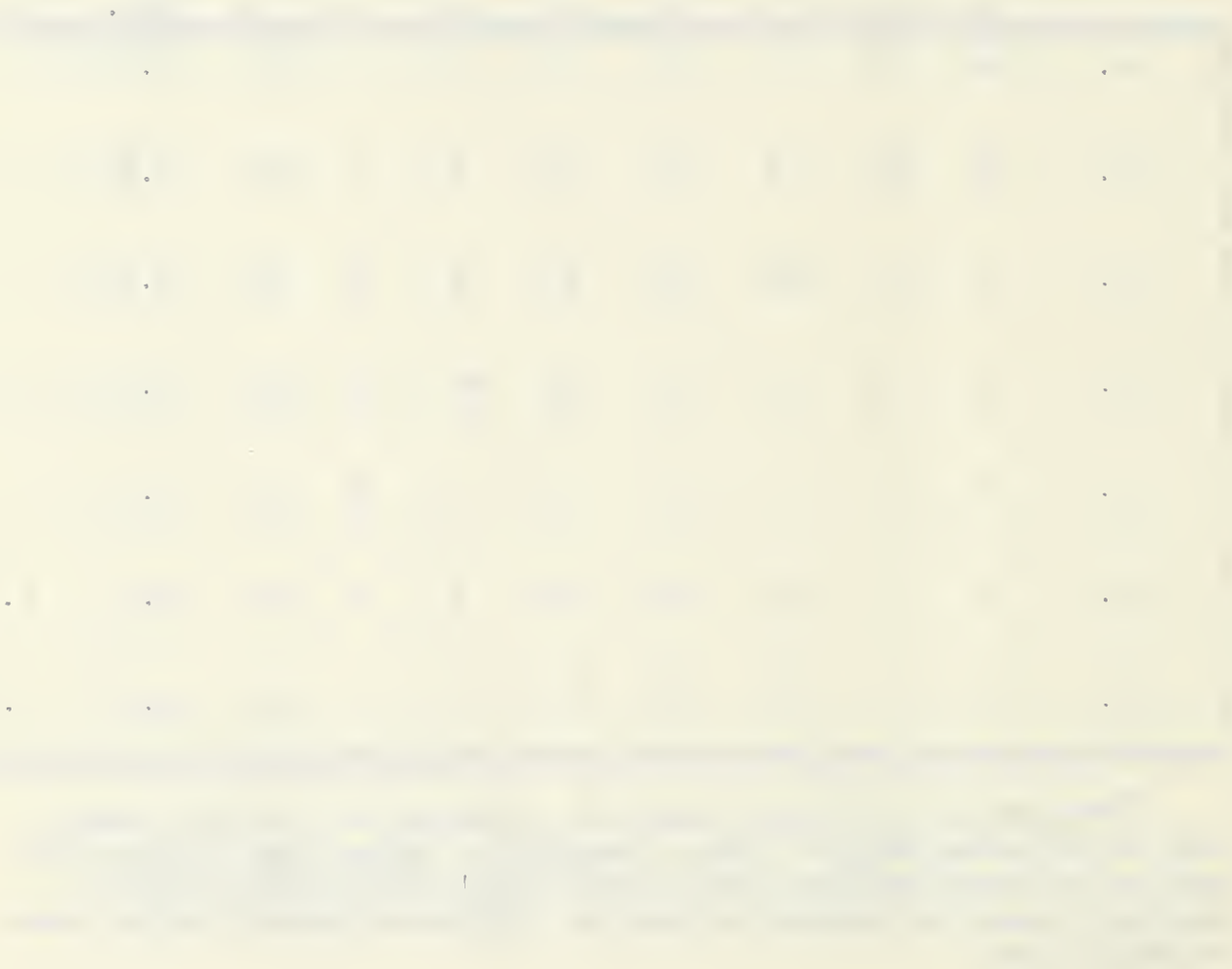
		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	108	40	17	8	0	2	1	176	1.31	1
	b.	61	72	27	12	1	1	3	177	1.88	2
	c.	1	33	52	47	20	15	8	176	3.53	3
	d.	1	5	12	37	45	57	20	177	5.24	5.5
	e.	1	7	9	10	31	27	91	176	6.53	7
	f.	5	6	34	38	36	39	18	176	4.64	4
	g.	0	14	25	24	43	35	35	176	5.08	5.5

*Frequencies with which school board members ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

IV - CHAIRMEN OF BOARDS AND COUNCILS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	28	8	3	4	0	0	0	43	1.27	1
	b.	15	20	6	2	0	0	0	44	1.85	2
	c.	0	7	14	13	6	3	0	43	3.54	3
	d.	1	2	2	7	6	16	10	44	5.75	6
	e.	0	1	3	3	7	7	22	43	6.50	7
	f.	0	3	8	9	10	5	8	43	4.65	4.5
	g.	0	3	7	5	14	11	3	43	4.96	4.5

*Frequencies with which chairmen of boards and councils ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.



V - MEMBERS OF BOARDS AND COUNCILS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	120	43	20	6	1	5	1	196	1.32	1
	b.	65	83	29	13	1	1	3	195	1.89	2
	c.	2	35	62	50	19	17	10	195	3.48	3
	d.	0	7	14	34	56	64	20	195	5.26	5
	e.	3	7	11	12	31	31	101	196	6.53	7
	f.	6	5	37	43	39	43	22	195	4.67	5
	g.	0	15	22	37	48	34	39	195	4.99	5

*Frequencies with which members of boards and councils ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between ranks was significant.

VI - INEXPERIENCED MEMBERS

Ranks*

Administrative Areas		1	2	3	4	5	6	7	N	Mdn.	R
	a.	42	18	9	3	1	2	1	76	1.40	1
	b.	30	27	11	8	0	0	0	76	1.80	2
	c.	2	16	27	17	6	5	3	76	3.24	3
	d.	0	4	4	11	21	26	10	76	5.40	5
	e.	0	3	6	4	10	12	41	76	6.57	7
	f.	2	3	14	16	16	15	10	76	4.69	5
	g.	0	5	5	17	22	16	11	76	5.0	5

*Frequencies with which inexperienced members ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

VII - EXPERIENCED MEMBERS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	107	37	14	7	0	3	0	168	1.29	1
	b.	53	76	26	8	1	2	2	168	1.91	2
	c.	1	26	51	48	19	15	7	167	3.61	3
	d.	1	5	12	32	42	56	20	168	5.31	5
	e.	3	5	8	10	31	26	85	168	6.50	7
	f.	4	5	31	36	34	35	22	166	4.72	5
	g.	0	14	25	26	40	30	32	167	4.96	5

*Frequencies with which experienced members ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

VIII - BUSINESS

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	28	9	4	2	0	1	0	44	1.30	1
	b.	14	15	11	2	1	0	1	44	2.05	2.5
	c.	9	14	13	4	1	3	0	44	2.49	2.5
	d.	0	0	3	8	10	11	12	44	5.51	5
	e.	1	1	3	0	8	14	17	44	6.14	7
	f.	1	5	6	10	9	8	5	44	4.50	5
	g.	0	5	3	9	12	9	6	44	4.92	5

*Frequencies with which business men ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

IX - AGRICULTURE

		Ranks*									
		1	2	3	4	5	6	7	N	Mdn.	R
Administrative Areas	a.	107	41	16	8	1	4	1	178	1.33	1
	b.	65	74	23	13	0	1	2	178	1.82	2
	c.	3	31	55	47	18	18	5	177	3.50	3
	d.	0	8	13	28	48	66	15	178	5.33	6
	e.	1	7	11	15	29	18	97	178	6.58	7
	f.	3	3	35	38	37	37	24	177	4.75	4.5
	g.	0	14	24	28	44	33	34	177	5.01	4.5

*Frequencies with which those engaged in agriculture ranked each of the administrative tasks, showing the median rank obtained by each and the rank assigned each after Siegel's Median Test had been applied to ascertain whether or not the difference between median ranks was significant.

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